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IMPACT OF PBL ON SELF-CONFIDENCE AND ANXIETY IN A L2 CLASS

Study about the impact of PBL on students' self-confidence and anxiety towards
speaking in an English class

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Research report submitted in partial fulfillment of the requirements for the degree of
Master in
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April, 2017

IMPACT OF PBL ON SELF-CONFIDENCE AND ANXIETY IN A L2 CLASS

Declaration

We hereby declare that our research report entitled:

Study about the impact of PBL on students' self-confidence and anxiety towards speaking in an English class.

- Is the result of our own work and includes nothing which is the outcome of work done in collaboration except as declared and specified in the text;
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- Complies with the word limits and other requirements stipulated by the Research Subcommittee of the Department of Foreign Languages and Cultures;
- Has been submitted by or on the required submission date.

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Signature:



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Abstract

Project based learning (PBL) has been proved to have many positives outcomes in L2 classes around the world. However, there are not much research about the impact of PBL on students' self-confidence and anxiety. The present study examined the effectiveness of PBL as a tool to help improve students' self-confidence and reduce the levels of anxiety towards speaking in an L2 class. To explore the topic, the researcher examined the perceptions on self-confidence and anxiety towards speaking English in L2 class before, during and after the implementation of a PBL with a group of ninth graders from a public school in Neiva, Colombia. To determine the impact of PBL in L2 classes, six surveys (Pre, Ongoing (x4) and Post PBL) resulting from the adaptation of the Foreign Language Classroom Anxiety Scale (FLCAS), developed by Horwitz (1986) were applied. Data on important events was presented for the whole group since all the students took part of the process, but due to the fact that six students filled in the six surveys they were determined as the case study group. Then, the initial and ongoing perceptions on students' self-confidence and anxiety in both groups were compared. The primary outcome was the trajectory of improvement in both aspects: self-confidence and reduction of levels of anxiety for the whole and the case study group, besides other positive outcomes such as collaboratively work and critical thinking.

Key words: *Project based learning, self-confidence, anxiety in L2.*

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Resumen

El aprendizaje basado en proyectos (PBL) ha demostrado tener muchos resultados positivos en las clases de L2 en todo el mundo. Sin embargo, no hay mucha investigación sobre el impacto de PBL en la autoconfianza y ansiedad de los estudiantes. El presente estudio examinó la efectividad de PBL como una herramienta para ayudar a mejorar la autoconfianza de los estudiantes y reducir los niveles de ansiedad al hablar inglés en una clase de L2. Para explorar el tema, el investigador examinó las percepciones sobre auto-confianza y ansiedad al hablar inglés en una clase de L2 antes, durante y después de la implementación de un PBL con un grupo de alumnos de noveno grado de una escuela pública en Neiva, Colombia. Para determinar el impacto de PBL en las clases de L2, se aplicaron seis encuestas (“Pre”, “durante” (x4) y “Post” PBL) resultantes de la adaptación de la “Foreign Language Classroom Anxiety Scale (FLCAS)” desarrollada por Horwitz (1986). Se presentaron datos sobre eventos importantes del grupo, ya que todos los estudiantes participaron en el proceso, pero debido al hecho de que seis de ellos completaron las seis encuestas, se determinó éste como el grupo de estudio de caso. Luego, se compararon las percepciones iniciales y en curso sobre la autoconfianza y la ansiedad de los estudiantes en ambos grupos. El resultado primario fue la trayectoria de mejora en ambos aspectos: autoconfianza y reducción de los niveles de ansiedad para el grupo completo y el grupo de estudio de caso, además de otros resultados positivos como el trabajo cooperativo y el pensamiento crítico.

Palabras clave: *Aprendizaje basado en proyectos, autoconfianza, ansiedad en L2.*

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Chapter one: Introduction

Introduction to the study

It is well known that the best way to succeed and to be competitive in the current world is to access a high-quality education which gives new generations the opportunity to develop skills that help them cope with the new needs arisen from this information era. In that regard, one of the skills to be successful in this century is related to how competent the individuals are on communicative skills in L2, especially in English, since this is the language that makes possible for people to interact with other cultures to share knowledge and trading. For many students, Speaking is the most difficult communicative skill to develop, because it exposes them in front of an audience, provoking anxiety and making them feel not very self-confident in L2.

English teachers must then find ways to motivate students to trust themselves to be more confident when speaking English to achieve their goals in L2. Project-based learning might be a strategy worth exploring in this sense.

Research related to Project based Learning (PBL) in the classroom, by authors such as Poonpon, Kornwipa (2011), Sifa Fauziah Permatasari (2013), Sawsan Mousa Souliman Nassir (2014) among others, shows that one of the outcomes is related to the strengthening of self-confidence.

Even though PBL is not a new concept, what is new is the implementation of it in the Colombian context. Only one research was found related to PBL (Pinzón Castañeda, Ruby

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Jackeline (2013) in the rural area but according to the information provided, this research seems to be more a valuable attempt to work on PBL than a proper one, due to the lack of all the elements and structure expected in a PBL as proposed by the Buck Institute of Education (BIE).

Around the world, PBL (Project based Learning) has demonstrated to be a successful participative strategy to motivate students to learn L2 in a friendlier way, obtaining many positive outcomes such as better academic and communicative performance, creativity, critical thinking and self-confidence among other 21st century skills.

Stoller states that teachers tend to agree that PBL has positive effects on “students’ motivation, language skills, ability to function in groups, content learning, self-confidence, autonomy, and decision-making abilities” (in Beckett et al, 2006 p. 34). He goes on to say that these anecdotal reports are supported by research when PBL is aligned with conditions that contribute to those outcomes.

In this scenario, it would seem reasonable to consider PBL a successful attempt to help students in this research to overcome one of the most common fears of learners of L2: the anxiety generated when speaking English in front of another person (teacher, classmates and native speakers). It also would be a valuable contribution to help these students improve their self-confidence in L2 which might redound in better performance in speaking skills.

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Rationale of the study

As an English and Spanish teacher, I have noticed that some students approach native and second language in different ways and I perceive one reason for students to be reluctant to speak English is because they do not trust their abilities to succeed in L2. That lack of trust depends on several factors which are associated to anxiety (anxiety towards evaluation, fear to be ridiculed in front of others, awareness of their low level of performance, among others.)

Statement of the problem

In order to validate students perceptions on their own level of anxiety and self-confidence towards L2, an adaptation of the Foreign Language Classroom Anxiety Scale (FLCAS) which in this research was called “PRE-PBL: Survey on self-confidence in L2”, was applied to students in order to identify and measure the levels of situational confidence, communication confidence, language potential confidence, language ability confidence on the one hand, and communication anxiety, criticism anxiety and evaluation anxiety on the other hand. The new adapted survey included 25 questions: 8 regarding personality traits based on Bandura’s work (1994), and 15 were about self-confidence in speaking English, towards English class and evaluation and two open questions about the same topic.

From the findings of this survey, and following the advice of Hortwiz when states that “educators have two options when dealing with anxious students: 1) they can help them learn to cope with the existing anxiety- provoking situation; or 2) they can make the learning

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context less stressful”; (Horwitz, et al 1993, p,129). I decided that the best strategy to intervene in order to make students feel more self-confident and less anxious in the class of English was the design and implementation of a PBL in a less stressful class atmosphere. This idea was shared with students at the end of school year 2015 to start working on PBL during the first term in 2016.

Needs analysis

The findings of this survey will be presented in greater detail in the data analysis chapter. However, as a general needs analysis, students in this research seem to be confident in general situations. However, as perceived by the teacher, students show a high level of anxiety when speaking English in front of others (peers or teachers) and that is why, if they have the opportunity to avoid that stressful situation, they will do so. Other findings show that students feel anxious when they have to speak because they think, others will notice their low level of competence in skills such as pronunciation which makes students reluctant to speak. Finally, students said they are afraid of the traditional kind of evaluation which directly affects performance.

This study addresses the problem of self-confidence and anxiety when speaking English in ninth graders, and especially in six of them from “Institución Educativa Santa Teresa” in Neiva, Huila as an aspect that affects student oral production in L2. The strategy to try to overcome this problem is the implementation of PBL in the classroom in order to evaluate how self-confidence and the level of anxiety towards speaking change during the implementation of PBL.

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Research Question

To what extent does the implementation of PBL in the classroom help ninth graders from “Institución Educativa Santa Teresa” in Huila improve their self-confidence and reduce the levels of anxiety when speaking English?

Main Aim

To determine to what extent PBL contributes to improve self-confidence and reduce anxiety toward speaking in English in ninth graders from “Institución Educativa Santa Teresa” in Huila, Colombia.

Because of the lack of research in Colombia regarding the usefulness of PBL in improving students’ self-confidence for speaking in English, the results of this study may be useful for teachers and schools interested in using project-based learning to teach speaking English skills in high schools to reduce students’ anxiety and contribute to improving performance in spoken L2.

Significance of the study

For future researchers in education, this investigation can be used to analyze how to use PBL according to the specific needs of populations with similar characteristics to the 9th graders included here. New proposals or ideas on how to improve the use of PBL to improve communicative and/or 21st century skills in the classroom may arise.

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Chapter two: Theoretical framework

This paper begins by describing the concepts necessary to build up the basis of this investigation. These concepts are a) Motivation in Gardner's Socio-Educational Model, b) Foreign Language Anxiety (FLA) and its commonly used tool for assessing FLA, the Foreign Language Classroom Anxiety Scale (FLCAS), developed by Horwitz (1986) and c) PBL (Project Based Learning) as a strategy to improve self- confidence when speaking L2 and to reduce anxiety towards L2 in a group of 9h graders.

Motivation makes us reach from the simplest to the most demanding goals in life. Language learning is not the exception. That motivational component is mentioned by many authors such as Gardner & Lalonde, (1985) to reinforce the idea that one thing is to have the ability to learn a L2 but this ability would be useless if the learner were not motivated to learn. It is necessary for teachers of English to wonder if they are motivating students to learn using creative material, challenging activities, rewarding collaboration and participation systems and positive feedback at every stage of process in class. That is precisely what PBL (Project based learning) does. When doing so, it is expected to make students have many positive outcomes including the improvement of self- confidence (the belief in one's self and in one's ability to achieve tasks and goals) and the reduction of the levels of anxiety when speaking English in the classroom.

There are many and very interesting research projects regarding anxiety, self- confidence and oral performance in L2. The ones included in the state of art of this research

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gave me the opportunity to see the problem from different perspectives. Some of them were suitable or adaptable to the context and population of this research.

Literature review: Key concepts

The original intention of this research was to observe how self-confidence affected the students' performance in the communicative skill of speaking. However, from the findings in the Pre- PBL survey, the concepts of motivation and Foreign Language Anxiety (FLA) arose as two important variables that affect the process of learning a second language, specially speaking. So, since motivation and FLA are close related to self-confidence in L2, these three concepts were constantly addressed during this research.

Gardner's Socio-Educational Model (2010) which tries to explain how the perception of a new language fits into the learner social experience, focuses on the six latent constructs of *language aptitude*, *attitudes toward the learning situation*, *integrativeness*, *motivation*, *language anxiety*, and *language achievement*.

From the constructs above, the one that is relevant for this investigation is motivation which is defined as a complex of variables, specifically "the combination of effort plus desire to achieve the goal of learning the language plus favorable attitudes towards learning the language" (Gardner, et al, 2010 p. 10). The importance of motivation for successful language learning is key in the process of learning a L2. That is why the first step to work PBL in the classroom should be the design of a safe atmosphere for students where they are motivated to participate actively not only by setting realistic goals for themselves but by creating a

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motivational context for the L2 class where it is normal to communicate without any kind of fear to other students' attitudes. In this process, one of the roles of L2 teachers is to encourage students towards languages, considering their personal variables as opportunities to construct places where learning is possible.

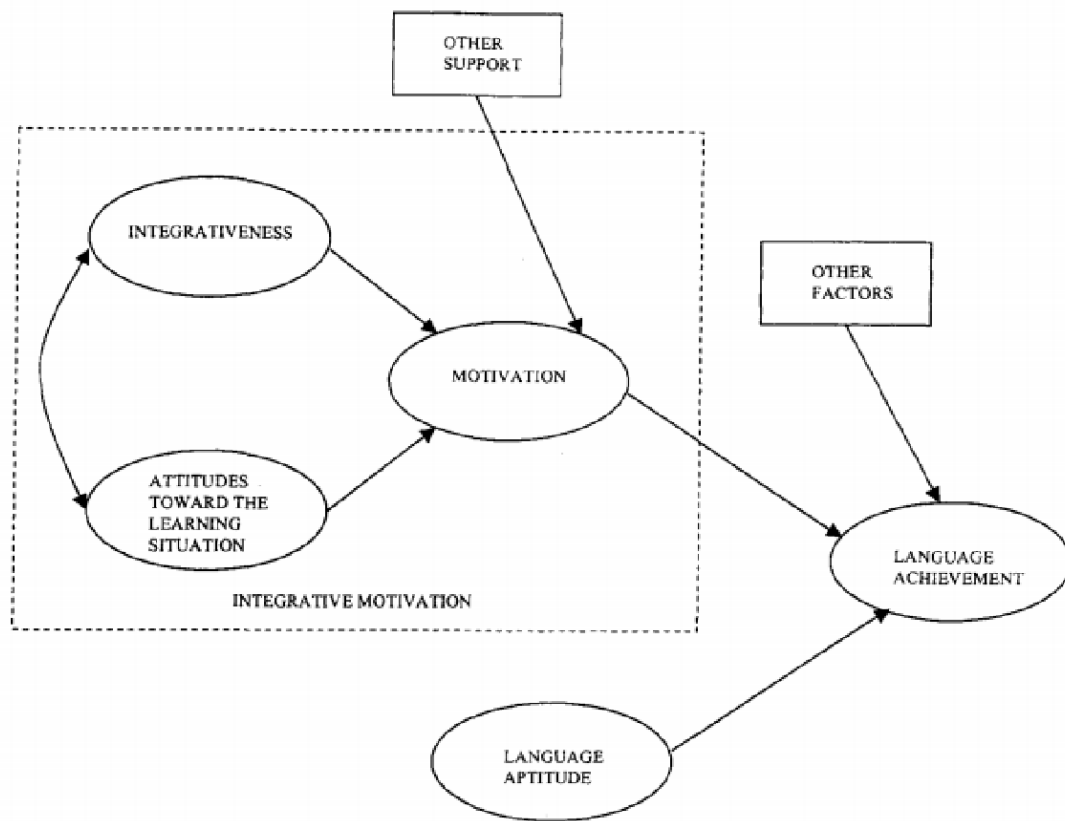


Figure 1: Gardner's socio-psychological model (from Gardner, 2000)

Gardner (2001) establishes that attitudes toward the Learning Situation are all those attitudes toward any aspect of the situation where the language learned is referred to. This means motivation is directly linked to attitude. If students are well motivated to fulfill a task, their attitude towards it is obviously the best one. It works exactly the same way when learning a second language. That is why it is necessary teachers implementing PBL to

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become facilitators of the process. There are many external variables teachers cannot control (students' familiar context, students' self-image, taste for English, among others), but what teachers can really control is what they can do inside the classroom. Teachers are the ones who guarantee the establishment of proper conditions for the creation of a comfortable class atmosphere for students to reduce levels of anxiety, giving the students opportunities to participate as well as positive feedback where mistakes are opportunities to learn. Only in that way, can teachers create an integrated motivation atmosphere, independently of the students' language aptitude and achievement which are what most of students in this research and in different English classes in public schools in Colombia might lack. The most important aspect here is to create conditions for students to have a sense of achievement in English, no matter how simple the task is. If this is achieved, students will feel more confident and less anxious in class which will redound in more effective approaches to English and possibly better student performance in the future.

Foreign Language Anxiety (FLA) refers to the common fear when learning L2. Hyesook Park & Adam R. Lee, (2007, p197) describe it as “one of the most negatively influential affective variables, which prevents learners from successfully learning a foreign language. It makes language learners nervous and afraid, which may contribute to poor aural/oral performance”. FLA is not a personality trait but the anxiety experienced in a L2 learning situation.

Horwitz (1986, p 127) describes FLA as “a distinct complex of self-perceptions, beliefs, feelings, and behaviors related to classroom language learning arising from the

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uniqueness of the (foreign) language learning process”. That explains why a student who is often confident in other subjects or classes, experiences anxiety only in L2 classes due to aspects such as lack of knowledge, fear of criticism and evaluation.

FLA is “a distinct from state anxiety, which occurs within specific, temporary situations and fades when the threat (or situation) disappears” as expressed by MacIntyre & Gardner, Spielberger & Vagg, (1995) included in Taghreed M. Al-Saraj (2013). In this regard, it is important to mention that according to findings in the Pre-PBL, from the students in this research who seemed to be anxious, any of them stated being anxious as a personality trait, but only in class of English.

Anxiety is strongly correlated to self-confidence which can be negatively influenced when the L2 learner thinks he or she is bad at English because his performance is low compared to his/her classmates’. This feeling causes frustration in many students who feel they do not have the abilities to learn English. If we add to this frustration, the anxiety caused by speaking in front of the teacher or pairs because the student feels he or she will be criticized and people might laugh at him or her in the end, they will neither trust their knowledge of L2 nor the context in which they expose themselves to talk.

In this regard, the learning atmosphere also plays a part in the anxiety factor. Human beings do learn by trial and error. If the classroom is not a place where students feel relaxed and safe, they will avoid making mistakes and opening themselves up to criticism. When students make mistakes in class and others laugh at them, the most likely thing that will

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happen is that they will be reluctant to speak again in order not to be ridiculed and probably they will take advantage of the opportunity to laugh at others' mistakes which creates a damaging bully cycle for learning.

In the present study, the construct of foreign language anxiety provided by Horwitz (1986) is used to show that it affects confidence in a negative way. This concept is examined in other research such as Hyesook Park & Adam R. Lee's, (2007, p 206) in which the authors show evidence that "communication anxiety, criticism anxiety and examination anxiety are significant components of foreign language anxiety"

Communication anxiety appears when students are asked to communicate in English. It starts either by the expectation of understanding spoken English or the expectation of speaking English to solve a communicative situation. This anxiety is caused just by communicating in any place or in front of any kind of audience, partners, teachers or native speakers of English.

Criticism anxiety is a general fear in any kind of situation, not only in a L2 learning situation. Nobody likes to be judged because that affects the self-image of the individuals. When learning a L2, criticism anxiety shows (Hyesook Park & Adam R. Lee, et al, 2007) actual and perceived criticism of learners because of communicating in English. This kind of anxiety may appear either when the student does not want to seem fool by the fact or making simple grammar or pronunciation mistakes when speaking L2, or when the student does not want to be considered as a Mr. or Miss *know it all* by the fact of having better English performance than their peers. When one or both situations happen, students tend to avoid

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speaking. So, in this scenario, criticism anxiety is caused by a combination of criticism from sources such as peers, teachers and assessments.

Evaluation anxiety is related to criticism anxiety, but it is the fear of speaking, specifically in an evaluation situation. Hyesook Park & Adam R. Lee, (et al, 2007) state this “is quantified by the effects of examinations on learner anxiety.” It may happen that the student feels confident when speaking in free situations when giving opinions in class or when chatting to pairs or teachers but he/she is anxious only when he/she knows his performance is going to be scored.

Self-confidence. “Refers to the degree to which people have confidence in themselves and tend to take action to overcome obstacles and master challenges” as stated by Dean Keeley (2014, p 6). Everybody considers self- confidence a positive attribute needed to be successful in any kind of context. It is sometimes confused with self-esteem but the difference is that the first one. When an individual is self-confident, he or she knows what his abilities and limitations are and sets realistic goals according to them. He knows that his/her achievements are the result of a process in which he or she needs to work step by step. Nothing happens by accident, but it is the result of working little by little, challenging himself according to his abilities and setting new goals just based on what he already achieved trying to go a little forward at a while. This person gets more self-confident just when achieving new goals. Keeley (et al, 2014) says that people high on this dimension believe that if they work hard enough and have the will power, they can learn what they need to learn in order to accomplish whatever they set out to do.

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On the other hand, self- esteem refers to loving yourself just how you are, which does not have to do with your abilities to achieve goals. In this sense, you love yourself even if you have bad habits such as being messy. While if you are self-confident you set goals to change that behavior with the conviction you will achieve it by accomplishing little tasks that lead you to change that behavior as the result of the process of working hard to do it.

Both concepts self-confidence and self-esteem are different concepts but related somehow. For example, it is expected that a person with a high level of self-esteem has an equivalent level of self-confidence. However, this does not necessarily happen when learning a second language. Self- confidence in L2 is given by cumulative knowledge and practice of the language that reduces the anxiety levels, instead of being a personality trait.

As teachers, we tend to encourage our students to reach their goals; we want them to be determined and we give them a pat on the back by telling them they are able to reach whatever they want. We want them to be “eager, assertive, motivated, willing to accept criticism, emotionally mature, optimistic, and productive” (Cambridge, 2010 p 16) In other words, we want them to be self-confident people. But, how can we as teachers support and help students to improve their speaking skills if we do not know how good their oral production is? It is difficult to help them if they are reluctant to talk. It is possible that they may be able speak better than we and they expect, but it can only be noticed when they are confident enough to speak without fear to criticism.

There are unintentional actions teachers make that affect students’ self-confidence. For example, we tend to over correct students’ mistakes when speaking English. Of course, we

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have a good intention, but in the end the effect we mean to achieve that is to help them improve their pronunciation, sometimes becomes a frustrating situation that makes students feel very anxious and many times, we make students reluctant to try it again. It happens just as expressed by Dean Keeley, (2014, page 8) “When learners are not confident, they will excessively monitor the correctness of their speech during a conversation to the detriment of their performance in terms of fluency. They may also practice avoidance by not expressing what they want to express because they are unsure of their ability”.

Another concept that is important for this research project is self-efficacy based on self-confidence. It helps explain why people with similar knowledge and skills may differ widely in performance and behavior. Bandura (1997) pointed out that people guide their lives by their beliefs of personal efficacy. He argues that if people believe they have no power to produce results, they will not attempt to make things happen. On the contrary, if people believe they do have the power, they will make the attempt. So, the idea through PBL in this research is to make things happen, it is to propose achievable goals that students can achieve to make them have the idea they are efficient, which will redound in making them feel self-confident enough to speak.

Hyesook Park & Adam R. Lee (2007) propose four types of confidence in L2, which have been used to categorize the questions included in the surveys in this research. The first of them is the situational confidence which is seen as a global positive self-image, important to all types of learning. It is understood as how the student perceives his academic background, independently from a specific area of knowledge. While some people may have

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a high degree of situational self-confidence and self-esteem in a particular field, they may not feel confident at all in another field such as the foreign language context, the focus of this project.

Communication confidence is related to the level of concern with communicating in English. This implies that the more the student trusts his performance in L2 the easier it will be for him to communicate. On the contrary, if students are not confident enough about their knowledge in L2, they might be anxious when speaking because they realize that in their attempt to speak they are making mistakes and lack the vocabulary and grammar structures to be understood by others.

Park, H. & Lee, A. (2005) mention that language potential confidence indicates students' confidence in their English ability of the future. It is related to the perception students have about how well they can speak English in the future. This shows how capable students feel to be successful in L2 and is related to the students' aware that learning an L2 is the result of a process which achievements will be seen in the future as the result of little consecutive tasks. This is to say that students with high language potential confidence know they will achieve their goals in L2 if they follow a process and are committed to it.

Language ability confidence shows students' confidence in their present English ability and English learning ability (Park, H. & Lee, A. et al 2005). In other words, students are confident in their language ability, because they feel they are good at L2. They feel they have good abilities to succeed in L2. Students with high language ability confidence know they are good at English, they know they have the abilities to succeed in L2 and their performance in it depends on how committed they are to their L2 acquisition process.

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Project Based Learning (PBL) is considered one of the most successful strategies to motivate students to discover their potential. Project-based learning (PBL) is an instructional student' centered approach that challenges them to work on realistic projects to solve real world problems, through working collaboratively, to research or construct solutions. The problem is addressed from core contents to build up enough knowledge to find solutions, creating a final product which is shared with authentic audiences (BIE, 2015)

Since the theory of constructivism was implemented, most of trends have agreed on that the best way to make students get a meaningful learning is to make them participate actively in their own learning process. One of the best ways to make students participate, getting involved and engaged with it is through realistic projects. The method of project-based learning appeared at the end of the 90's because of progress in learning theory, organizing learning around projects in experiential education and the philosophy of John Dewey (BIE, 2015)

When we learn something new, we relate that new experience with our previous knowledge and experiences, they may change what we currently know and create a new kind of knowledge. That knowledge pushes people to learn better when experiencing. In this research the idea was to make students responsible of what they learn by doing. Of course, they were taught some concepts to build their own knowledge, but they had to integrate it to their mindset in a meaningful way and produce an outcome.

It is well known that learning is a social activity in which teaching methods must focus on community and culture. Nowadays, in this technological and global society, teachers

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should prepare students not only to think about new information, but also engage them in tasks that prepare them to be effective and proactive citizens for this changing world.

Thomas, (2000, p1) highlights the importance of PBL projects through encouraging students to achieve “complex tasks, based on challenging questions or problems, that involve students in design, problem-solving, decision making, or investigative activities; it gives students the opportunity to work relatively autonomously over extended periods of time; and culminate in realistic products or presentations” that help to overcome a real problem.

According to Ronald Marx (1994), since project-based instruction often has a driving question related to a real-world problem; investigations and artifacts used to answer it allow students to learn concepts, apply information, and represent knowledge in a variety of ways so that participants can learn from teachers and others students collaborating among them. In this process, they use cognitive tools that help learners represent ideas by using technology.

From the key elements of a solid PBL experience according to BIE (2015) it must involve as a minimum: significant content, 21st century skills, in depth inquiry, a driving question, students voice and choice, reflection and revision and a public product.

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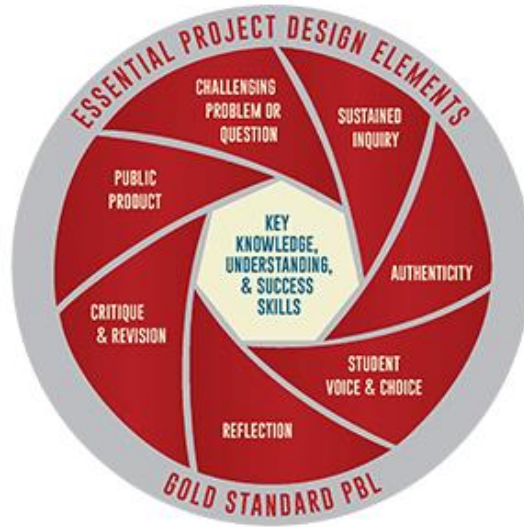


Figure 2: Gold standard PBL. Essential project design elements (BIE, 2015)

In PBL, the *Key knowledge* (significant content) is related to subject areas and academic disciplines. This knowledge must be applied to the real world in order to solve problems or answer complex questions. During the PBL process, teachers as leaders should determine how to promote critical thinking, collaboration, communication and creativity in their students.

The *driving question* of a project must be open-ended and engaging so that the inquiry process is initiated. This question must give students a direct task to work on. The driving questions should be that clear that students might foresee what is expected for them to do, from the beginning.

When the PBL process is well led by the teacher, it creates a *need to know* for students in which they are engaged from the beginning of the project. This starts with an *entry event* that is designed to incentive the student interest in the project and promotes.

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In-depth inquiry is launched from the start of the project and it is connected to the driving question which stimulates the *need to know* in the students from the entry event. Then students ask some questions to investigate about and on which they will focus over the implementation the project. From the list, students will propose a solution, a product, or idea for implementation, which represents their *voice* in the PBL which is important for creating ownership of the project. The level of voice and choice in a project depends on variables such as the grade level of students, their level of competence, for example in L2 projects and the type project itself. Anyway, the idea is to make students propose, rather than focusing on teacher-imposed tasks.

Reflection and revision is an element in which students continually refer to the driving question, revise advances and propose new ways of working on PBL as needed. During the inquiry process, additional questions arise, and students must actively reflect and revise to fully answer these questions.

Working collaboratively during the process is one of the *21st century skills* expected from PBL. This experience, gives students the opportunity to interact with one another during class. When students work collaboratively it also contributes to the development of creativity and critical thinking when analyzing ways of solving problems, as well as communication skills when discussing about them.

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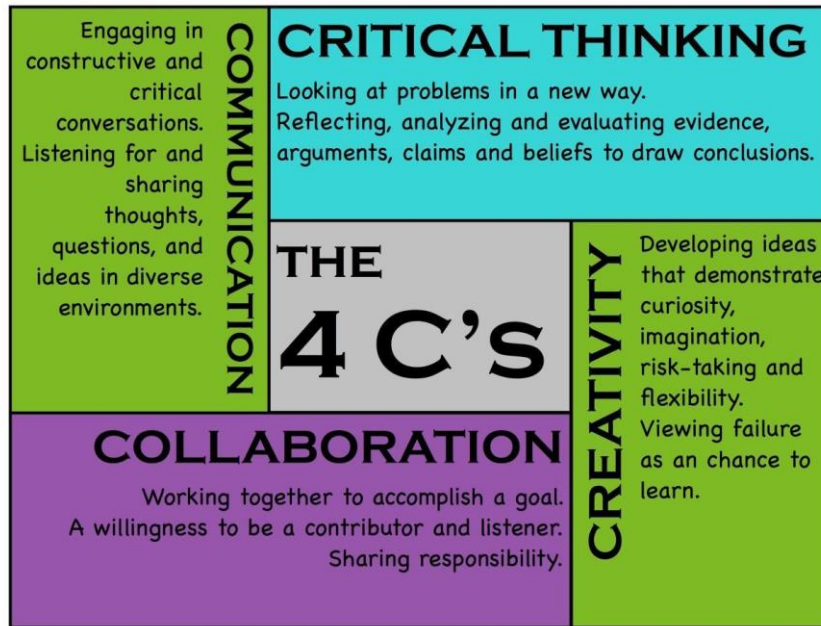


Figure 3: The 4C's from the 21st century skills. Taken from <https://sites.google.com/a/dcsdk12.org/educational-technology/homework>

A **public audience** is the final element of PBL. It can take the form of a formal presentation to a panel of professionals, to teachers, peers, community members and parents. This presentation of the final product should make students feel proud of what they did and it is the right conclusion of the PBL experience. It also places students in a situation where they must use their 21st-century skill of communication.

State of art

Different research has been made regarding self-confidence, anxiety and oral performance in academic contexts as well as the use of PBL in the classroom. Here some studies about such topics are discussed.

In research addressed by Hyesook Park and Adam R Lee (2007), the authors describe

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the relation between *L2 learner's anxiety, self-confidence and oral performance*. In their research participated 132 Korean college students who enrolled in an English Conversation Group and had been taught English by Korean teachers through the grammar-translation and the audio-lingual method. The purpose of this research was to determine, through some questionnaires based on Horwitz's (1993) FLCAS ones, the anxiety and self-confidence level of these students in their first class of English with a native English teacher. Researchers in this study determined that self-confidence consists of the four factors: situational confidence, communication confidence, language potential confidence and language ability confidence. From these findings, researchers suggested that for more effectively improving L2 learners' oral performance, the teacher, native or non-native, should be aware of learners' affective domains their self-confidence and anxiety. It was also concluded that the more anxious the students were about speaking English, the lower oral performance they had. It was advised for teachers try to make reduce anxiety in students and begin to build confidence for them to communicate more often in English. This recommendation was considered in the design of the PBL for this research which included strategies to motivate help students to build confidence and reduce anxiety. This research also contributed to mine since it provided valuable information to categorize self-confidence and anxiety when speaking English items, included in the main instrument to collect data.

The work entitled *Revisiting the Foreign Language Classroom Anxiety Scale (FLCAS): The Anxiety of Female English Language Learners in Saudi Arabia*, Taghreed M. Al-Saraj (2014) conducted to determine, the suitability of the Foreign Language Classroom Anxiety Scale (FLCAS; Horwitz, Horwitz, & Cope. 1986). For this research, an adaptation form of

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the FLCAS per social and cultural context of the English medium college in Saudi Arabia was applied to female students learning English as a foreign language in that country. Results showed that the FLCAS was very useful and differences were minimal when adapting the tool to the cultural and social context of the population in the study. Findings in this research were relevant in the current one because they made me consider the adaptation of the same tool to the purposes of the study and as a result, some changes were made. This redesigned instrument was applied at the end of every week of the PBL with 9th graders.

Templin Stephen A. (1995), in his research "*Goal-Setting to Raise Speaking Self-Confidence*" wanted to prove that goal-setting exercises raise self-confidence in English speaking. The population in this work was twenty-one young women in Tokyo attending a university in Hawaii to study English for two weeks as part of a yearly intensive ESL program. The students were divided into groups A, B and C. Group A were giving the opportunity to speak without setting any kind of personal goals, they just follow the teacher's instruction. Groups B and C were told to set personal goals for their classes with one week difference. The hypothesis that goal-setting instruction in the ESL classroom would lead a rise in Japanese students' self-confidence when speaking English was not supported statistically but, students' comments appeared to support the hypothesis. Comments from class A reflected their lack of confidence. In contrast, students in the goal-setting classes exhibited more confidence, often only after the first week. So," Goal-setting appeared to have helped classes B and C's confidence while the lack of it seemed to inhibit class A. The findings in this study were key to lead students in current research to set their own goals using a SMART goal setting format. Many students were realistic about their own

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capabilities and set goals based on that.

Sarah Osboe, Tomoko Fujimura and Rob Hirschel (2007) in their research “*Student Confidence and Anxiety in L2 Speaking Activities*” wanted to explain why some Japanese in their first year at university in Japan were so anxious when communicating in English as a Foreign Language. They also wanted to know how to address issues of anxiety and confidence to help language learners moving beyond such limitations. Researchers also wanted to know how to make students more confident to interact independently in speaking tasks and enjoy autonomous conversation inside and outside the classroom. A questionnaire was applied to examine confidence in speaking English as a foreign language (L2) against variables of L2 proficiency, study abroad experience, first language (L1) personality factors, and confidence in speaking with different interlocutors against the variable of English proficiency level. Findings suggested that “there is a correlation between willingness of students to express themselves in their L1 and their confidence in speaking their L2. Student proficiency level in the L2 may also correlate with comfort speaking to other L2 learners and finally, students appeared to enjoy greater confidence in pairs and small groups than in whole-class situations, regardless of proficiency level”. Osboe, Fujimura and Hirschel (2007, p 6). From this work, I decided to include enjoyable activities in the PBL design being aware that students in the study with low or poor proficiency in L1 had the same performance in L2. This led me to motivate L1 teachers to help their students to improve their skills in their mother tongue in order to achieve better performances in L2.

The “Correlation between General Self-Confidence and Academic Achievement in the

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Oral Presentation Course” Research by Al-Hebaish (2012) addressed to know the correlation between general self-confidence and academic achievement in an oral presentation course which main objective was to teach learners how to construct, compose, present and deliver information through oral interaction in more fluent and correct English. On one hand A General Self-Confidence Questionnaire (GSCQ) was used to collect data and the final evaluation grades in the Oral Presentation course on the other hand. The results showed a positive, significant correlation between general self-confidence and academic achievement. The current research follows the researcher advise on implementing motivating strategies to evaluate students work in PBL such as a “star” rewarding system in which students are given stars instead of grades for participating actively in their PBL at all times. One of the expected outcomes from this is to make students to challenge themselves to gain as many stars as possible and to improve their oral performance as an outcome.

Even though PBL is a well-known strategy with many positive outcomes, there are not too many documented experiences about it as a strategy to improve speaking skills in L2. However, from the ones included in this research, there is one that was implemented in the same Colombian geographical context called *English teaching through project based learning method, in rural area*” by Pinzón Castañeda (2013) which was carried out in a rural public Institution from Moniquirá, in Boyacá, Colombia. This study main aim was to describe and interpret to what extent the implementation of PBL helped ninth graders from the rural area enrolled to a Vocational High School through an agreement with SENA Institution, to improve English skills as well as helped them develop some human values making relationships between students and teachers closer. Students’ project was about

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planning, designing and making a fruit salad which was the final product. The instruments to collect data were a semi-structured interview, a group interview and some artifacts created by students in order to make their salad. The results showed that students were motivated to learn English when addressing issues related to their context; they could learn vocabulary easily when associating it with pedagogical activities; and finally, the strategy of mini-projects strengthened the relationship between student and teacher. Students also stated how their self-confidence allowed them to take mistakes as normal issues in their learning process. These students also reflected on the importance of the cooperative work to improve their learning. Even though this research was structured more as a challenging activity than a PBL, it could be considered as a good attempt to approach PBL for students in rural areas, which shows the author commitment with her pupils. This work encouraged me to develop the study to provide more examples on how to work PBL strategy to be used in L2 classes

Kornwipa (2011) with his work entitled “*Enhancing English Skills Through Project-Based Learning*” aimed to have some young undergraduate Thai students practice the four communicative English skills through authentic materials used in different types of media (e.g. newspaper, blogs, and websites) to develop a group project. This study explored learners’ opinions about how PBL in the form of the interdisciplinary-based project can be implemented in a language classroom to encourage learners to apply their language skills and knowledge of their specific field of study to complete a task. The instrument used to collect information was a semi-structured interview in order to allow the participants to reconstruct the details of their experience with the presentation of the interdisciplinary-based project through a series of open-ended questions that enabled the interviewer to build upon

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and explore the answers to each question. It also investigated learners' opinions about how the PBL enhanced their language skills. Findings showed that students believed the project helped them aware of their own English ability and improve English skills in real life contexts. This study provided two important reasons for using PBL in current research. First, PBL is useful in English class especially in EFL contexts where opportunities to use English are limited. Second, PBL encourages learners to use language skills learned from the English class and supports learners' confidence in using English.

Finally, Permatasari's work (2013) "*Improving students' speaking skill through project based learning for second graders*" aimed at finding out how Project- Based Learning could improve the speaking skill of second graders from an elementary school. The researcher explained to students what PBL was. Then, she gave them projects about asking and giving opinion with the theme "Local Tourism Object" The final product was a dialogue which was performed in front of the class. Data collection was done using questionnaire, interview guide, field notes or observation sheets and students' worksheets. The findings showed that group discussions helped students to improve their speaking skill and encouraged them to interact with their peers in small groups before they b e g a n t o speak in a big group. In current research the individual PBL product was the adaptation of a legend to be presented in front of small groups. This gave students the opportunity to reduce their anxiety before performing their bigger product: an original legend created by them in a collaborative way to be presented in front of a bigger audience that included peers, students from other grades, external teachers and parents.

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As shown above, to different extent, every previous study had its influence on this research and it is expected also to be influential for future and further research regarding some or all aspects treated here.

When comparing my research to the ones briefly summarized above, there are several contributions from those studies to my own work. However, it was very difficult to find research on PBL about students with special cultural features. There is not consistent research on the effect of PBL in the Colombian context. There is only one documented attempt but it is limited to an activity (Making a fruit salad) that, according to what I have learnt about PBL, does not let us see the real impact of a series of procedures leading to improve different skills in students. For this reason, since this research was committed, structured and seriously made, I am positive it will set a stepping stone for further investigation about PBL and its impact in the Colombian context. It also might contribute to the study of PBL in Latin-American countries with cultural similarities.

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Chapter three: Methodology

This chapter outlines the procedures followed throughout this research project in order to observe the effectiveness of project-based learning strategy in the improvement of self-confidence as well as the reduction of anxiety when speaking English in 9th graders from the public school “Santa Teresa” in Huila. It presents a description of the methodology of the study, the community, the sample, and the instruments for data collection, ethical considerations, and a description of the research and analysis process.

Population of the study

The original population of the study consisted of 25 eighth graders in 2015 (14 boys and 11 girls), but then, in 2016 when the implementation of the PBL as the strategy for intervention was made, the group changed: some students stayed in eighth grade and the creation of a new group was made when mixing the two groups of eighth graders in 2015 to create a new group of them in 2016 who are the ones who this investigation was done with.

The new group of 9th graders consisted of 30 students, but finally 29 of them participated in the PBL (16 girls and 13 boys aged 15 to 17). Since PBL cannot be mandatory for students, one of them made the decision of working independently in the same class, but using the regular material (worksheets, book, and notebook).

From the total number of participants in the project, six students filled in the six surveys implemented to observe the whole process from 2015 to 2016. They were considered as a subgroup and their processes were analyzed as a case study group to be compared to the

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whole group that participated in the implementation of PBL in 2016.

Delimitations of the study

The study was conducted within the following delimitations:

- The study measured the effectiveness of project-based learning on Ninth Graders' self-confidence and anxiety towards English speaking skill in a public school.
- The strategy was applied with up to 30 students in 2016.
- The study was applied in the “Institución Educativa Santa Teresa” in Neiva, Colombia
- The study took nine months (from August 2015 to March 2016).
- The implementation of the strategy took 8 weeks (four weeks originally).
- Each week involved 3 hours in regular schedule and up to 6 hours with extra hours given in different schedule.
- The PBL group product was performed as a play.

Type of research

This is a qualitative whole and case study research project made in order to evaluate the effectiveness of PBL as strategy to help students to improve self-confidence and reduce levels of anxiety when speaking English.

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Even though this research is considered qualitative, some elements of quantitative design such as structured online questionnaires and statistical information were included.

According to Denzin and Lincoln (2005, p. 3) “qualitative researchers study things in their natural settings, attempting to make sense of or interpret phenomena in terms of the meanings people bring to them.” In this regards, the natural setting for the study was the classroom in which students interacted under the same conditions, with the same resources but with different outcomes that needed the researcher’s interpretation as individuals in the case study group vs. the whole group. These interpretations considered conditions such as the general performance of students in the class of English, as well as how keen they were on it and the perceptions students had on how their level of anxiety towards speaking English changed during the implementation of the strategy for intervention.

In *Qualitative research (n.d)* it is mentioned that “qualitative research typically is exploratory and/or investigative in nature. Its findings are often not conclusive and cannot automatically be used to generalize. However, it is indispensable in developing a deep understanding of a given thematic complex and sound rationale for further decision making.”

Qualitative data analysis is non-statistical, however, as mentioned before, most of the data in this study was statistical and took place in the form of tabulations.

In quantitative research “findings are usually descriptive in nature although conclusive only within the numerical framework” (“*qualitative research*” (n.d). In this study, many of the conclusions were drawn on tables and chart pies that summarized observations

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on qualitative instruments such as online surveys, but qualitative observations on open answers where students expressed their opinions at every stage of the process, led the researcher to get into important conclusions.

Findings in this study as in any qualitative research does not claim that what was discovered in the process is universal but “generates rich, detailed and valid process data that contribute to the in-depth understanding of a context” (*Qualitative research*, (n.d)).

Descriptive research which main purpose is to *describe* situations, was the type of method used in this study. Because of its nature, descriptive research, neither makes accurate predictions nor determines cause and effect.

From the three main types of descriptive methods: observational methods, case-study methods and survey methods, case study was used in this research, since according to Thomas, G. (2011) "the case that is the *subject* of the inquiry will be an instance of a class of phenomena that provides an analytical frame — an *object* — within which the study is conducted and which the case illuminates and explicates." This concept, fits this research where the case study is represented by a group of six students who filled in all the questionnaires, (instruments in this study) and provided elements that explained, especially in open questions, what made students anxious when speaking English and made possible to see in the strategy of intervention impacted the group. This case study group provided a good sample to explain the findings when compared to the whole group.

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Since the idea of a case study is to describe an intervention or phenomenon and the real-life context in which it occurred (Yin, 2003), this type of research was chosen to observe and describe how PBL works with the population in this work, to be later compared to the whole group.

The type of case study used in this research is descriptive based on six students who participated in the PBL from the beginning, in the third academic term in 2015 to the end of the project on May 2016. It just describes the observations on how students felt during the process according to the surveys without giving any other kind of judgment to what the students had stated.

After applying the first pre PBL survey, the needs analysis in this research was determined. Then the PBL plan was designed and surveys 1, 2, 3 and 4 aimed to registering the students' perceptions during the whole intervention process were applied at the end of every one or two weeks, depending on some institutional variations in the class schedule. Finally, an evaluation survey was applied and the results were compared to the pre PBL survey to observe how students' perceptions on self-confidence and anxiety had changed. A qualitative case study methodology was used in this research to analyze the information collected involving constant comparative analysis of what arose at every stage when using each one of the six surveys. However, some quantitative information from the surveys was included to show changes in terms of averages.

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Instruments

Foreign Language Classroom Anxiety Scale (FLCAS), an instrument that has demonstrated international reliability “achieving an alpha coefficient of .93 with all items” was designed by Horwitz (1993, p 129) after analyzing in 1983 the answers of beginner students of language classes at the University of Texas who participated in a "Support Group for Foreign Language Learning” and evidenced anxiety in L2 classes.

The original questionnaire was redesigned some questions were deleted, new ones were added taking into consideration Bandura’s work (2010) on self-efficacy as the ability to persist to succeed with a task which is considered as a personality trait because it is close related to self-confidence. In the redesigned surveys, questions 1 and 6 in the pre PBL survey, 1 and 6 in the follow up surveys and questions 2 and 3 in the post PBL survey corresponded to situational confidence. Questions 13 and 25 in the pre PBL survey, 12 and 21 in the follow up surveys and 1, 16, 18 and 19 were related to communication confidence. Language potential confidence was observed through question 8 in the pre PBL and the follow up surveys, as well as question 17 in the post PBL survey. Finally, questions 7 and 8 in the pre PBL survey, 6 and 7 in the follow up surveys and questions 4 and 5 in the post PBL survey corresponded to language ability confidence.

On the other hand, when talking about anxiety, questions 11, 12, 14, 16 and 17 in the pre PBL survey, questions 10, 11, 13, 15 and 16, as well as questions 7, 8, 9, 11 and 12 corresponded to communication anxiety. Criticism anxiety was determined through questions 18 and 19 in the pre PBL survey, 17 and 18 in the follow up surveys and questions

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13 and 14 in the post PBL survey. Questions 10, 20 and 21 in the pre PBL survey, 9, 19 and 20 in the follow up surveys and question 15 in the in the post PBL survey were about evaluation anxiety. Finally, two open questions in the pre PBL survey and two in the follow up surveys and the post PBL survey were included order to give students the opportunity to express other issues regarding their perception of self-confidence and anxiety towards speaking English... (Appendixes 1, 2 and 3)

Procedure

The pre PBL survey was answered from September 28th, to October 01st, 2015. The implementation of the strategy started on the last week of February 2016 and finished on the second week of April, the same year. To make a following up of the PBL as a strategy for intervention, four surveys called “Follow up surveys 1,2,3 and 4”, based on the pre -PBL survey were applied to observe how the students’ opinions about their own process was changing from one week to the other during the implementation of the PBL. The 21 questions in these weekly instruments were categorized according to self-confidence and anxiety criteria. At the end of these surveys an open question to observe other aspects or reactions in the form of qualitative information, was included.

A final 21 question survey called “Post PBL evaluation survey” was applied from the second week of April to the first week of May in 2016 to observe the students’ perception of the PBL process as a whole. At this point it could be concluded if the strategy was successful or not.

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All the information collected in the different stages: pre, during and post, through the different instruments (pre PBL, follow up surveys and the post PBL) was analyzed as quantitative or qualitative (open question) in chapter five.

Ethical considerations

For the development of this research a letter of agreement was signed by the director of the Institución Educativa Santa Teresa in Neiva, to authorize the execution of this research project with the students of current ninth grade (eight graders in 2015). (Appendix 4). Also, since all the students who participated in this research were below 18 years old, their parents signed a letter of permission in which they were told what the project was about and they agreed on their daughters and sons to participate in it, under the criteria of anonymity and confidentiality of the information obtained. This criterion guaranteed the students' names would not be used and all video recordings were private and could not be uploaded to public sites.

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Chapter four: Strategy for intervention

This chapter describes the strategy for intervention in this study that was a Project Based Learning designed and implemented with ninth graders from This PBL strategy was used in class with 9th graders from Institución Educativa Santa Teresa in Neiva, Colombia, in order to analyze the students' perceptions about their own level of self-confidence and anxiety in Speaking English.

Instructional Design

According suggestions from BIE (Buck Institute for education) professional development organizers, in order to create effective project-based learning units, the following guidelines should be followed:

- Begin with the end in mind and plan for this end result.
- Craft the driving question; select and refine a central question.
- Plan the assessment and define outcomes and assessment criteria.
- Map the project: Decide how to structure the project.
- Manage the process: Find tools and strategies for successful projects.

In this research the process began with the researcher asking a question or series of questions designed to lead to the development or generation of a theory regarding some aspect of school real life which in this research is stated in the investigation question “*To what extent can we as 9th graders improve our self-confidence when speaking English*”

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through the PBL called Legend Teller's Festival?. This question, led to the first iteration of theoretical sampling when designing the material used in the diagnostic stage and after that previous information was analyzed and new material was created in order to design a suitable strategy for intervention, that in this case was the PBL called "Legend Teller's Festival"

The collection of the first data in the diagnostic led to state the problem and allowed to begin to develop a "theory" regarding this question. Based on this initial theory, it was decided how to proceed and work a PBL which conducted the creation of new tools to keep on collecting new information.

In the chart described below main aspects from the guidelines on how to PBL in this research was planned and implemented.

Table 1: PBL research guideline

Stages	Date	Objectives	Instrument
Contextual analysis	August 06 th , 2015	To get permission from the school's principal and parents to do the project	Letters of consent (Appendix 4)
	September 28 th to October 01 st 2015	To test the needs analysis survey	Survey 1: Pre PBL survey on self-confidence and anxiety (Appendix 1)
PBL design and	October 22 nd , 2015	To lead students in identifying the driving question	Needs Analysis
	December 03 rd 2015 to January 15 th , 2016	To design seven lesson plans for the PBL implementation	PBL lesson plans (Appendix 5)
		Create students'	SMART goal setting

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implementation	January 25 th	awareness of the project and the purposes	format (Appendix 7)
	January 28 th and 29 th , 2016	To engage students in the project	Legends' Teller Festival Entry (Appendix 8)
	January 28 th to April 22 th , 2016	To implement PBL as strategy for intervention	PBL lesson plans (Appendix 5)
Evaluation and reflection	January 28 th to April 13 th , 2016	To analyze student's perceptions on the PBL strategy	Qualitative and quantitative data on pre- ongoing and post PBL surveys (Appendix 6)
	April 15 th to May 09 th , 2016	To evaluate student's perceptions on effectiveness of PBL strategy	Post PBL survey (Appendix 3)

This PBL experience started in the second semester 2015 by applying the population in this research a Pre- PBL survey aimed to determining the level of self-confidence and anxiety towards speaking L2. Then, when the needs analysis was determined, the PBL strategy started to be planned including the main aspects of it. Since the main aim was to provide the students a friendly atmosphere where they could improve their self-confidence and reduce the level of anxiety. In order to reach this, after students decided their final product would be the creation of a legend to be performed in front of an audience; eight lesson plans were designed to cover some significant contents with curricular connections to the use of past tenses which were key to prepare those products.

This planning promoted some 21st century skills such as critical thinking, collaboration,

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communication and creativity in the experience, motivating students to read pieces of literature regarding myths around the world to have some basics for the creation of their individual (telling a legend) and their group product (an invented group legend). Through this, students were motivated to work on researching, synthesizing, organizing, presenting, listening and working collaboratively.

Students met in class and out of it to discuss the legends or myths and shared their ideas for creating a group legend. Students used critical thinking skills to identify contents of the lessons and then they applied those lessons to scenarios set in the past to create the characters and plot of their product. In addition to the classes and meetings, students also shared information via internet using technology.

The **driving question** of the project was “*to what extent can we as 9th graders improve our self-confidence when speaking English through the PBL called Legends’ Teller Festival?*” This question engaged students to start the inquiry process, using internet as the main tool to investigate about legends around the world. Students liked this question because it gave them a direct task to work about a festival. I helped students to create their driving questions in this manner, as I found my students would have a clear direction in which they must go during the project.

For students to get engaged with the project, it started with an **entry event called** “Legends’ Teller Festival Entry” (Appendix 8) designed to capture student interest in the project and promote the inquiry process. This entry included a horror video based on an urban myth that impressed many students and made them start planning how their final product

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should be. (Appendix 9)

In-depth inquiry was suggested from the start of the project and connected the **need to know** from the entry event to the **driving question**. Students created a list of questions they had to investigate and on which they would focus during the project. Students also searched for answers, asked additional questions, and suggested ideas for the creation of their product.

The inquiry was supported by the teacher when students began to connect the lessons learned in class with the grammar, vocabulary and the structure of myths and legends to be used in the creation of the play script of their product. Additionally, students created an instrument to evaluate their peers' level of attention to lessons in class when presenting their individual product (tour legend) that was used to create the concept of travelling around the world to know a little bit of different cultures, through their typical legends.

Allowing a level of student voice and choice in the project was important not only for creating a sense of ownership of it but for giving the students a sense of achievement. The level of voice and choice was affected by the level of performance in Speaking English students had. However, independently from the level of performance, students were motivated to speak when being awarded by their participation at every stage of the process through a rewarding star system which gave them the opportunity to gain a prize at the end of the process, according to the number of stars they got for participation, commitment, and improvement.

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Reflection and revision was incorporated to the PBL when students must continually refer to the driving question, reflecting on what was needed to propose a good individual and group product. Many students engaged in reflection and revision in order to improve their products.

Students worked collaboratively in class and continually reflected and revised their work. This project gave students the opportunity to interact with one another during class and out of it. PBL was an excellent way in which I promoted students' reflection to prompt revisions that took place during the execution of the project.

The **public audience** was the final element of PBL. It gave the final product a higher status when students in this research performed in front of other teachers, directives and parents. Students felt proud of what they achieved, especially after being the first time, for many of them, in doing a project like this one. The response of the audience was fantastic. In fact, many students wished they could present their product in other opportunities.

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Chapter five: Data analysis

The process of collecting data started in 2015 and the strategy for intervention was applied in the first term of 2016 with most of the same students who were ninth graders by then.

From the various instruments and activities designed to observe the students' own perception of their self-confidence and anxiety in Speaking L2, six instruments were chosen to be analyzed: the pre- PBL survey, four surveys (ongoing surveys 1, 2, 3 and 4) and a final evaluation survey were applied.

Table 2: Overview of the instruments and procedures taken for the analysis

Instruments	Nature of data	Data analysis method
Pre PBL survey	Quantitative / Qualitative	Thematic analysis (TA) Descriptive statistics
Ongoing surveys 1,2,3 and 4	Quantitative / Qualitative	Thematic analysis Descriptive statistics
Post PBL evaluation survey	Quantitative / Qualitative	Thematic analysis Descriptive statistics

Data management procedure

The first instrument (the pre- PBL survey) aimed at determining the previous students' perceptions about their level of self-confidence and anxiety towards speaking English, included qualitative (questions 26 and 27) and quantitative data (remaining questions). The other instruments (ongoing surveys 1, 2, 3 and 4) and the post-PBL evaluation survey

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followed the model proposed in the pre-PBL survey.

The data analysis method used in this research was thematic analysis (Guest, 2012) and specially its Theoretical analysis approach which was used to analyze qualitative information in the six instruments identifying implicit and explicit ideas within the data, based on the main concepts of self-confidence and anxiety in L2. In this regards, questions and statements were organized by categories in order to fit them into the ones proposed by Horwitz (1986) and complemented by Park & Lee, (2007) to classify types of self-confidence and anxiety. The process of analyzing the data involved *coding* to create established, meaningful patterns when questions in the surveys included in this research were grouped into preliminary categories of information about self-confidence and anxiety towards speaking English. Then, questions of each instrument previously categorized into self-confidence or anxiety, where grouped into types of self-confidence and anxiety. The intention of using thematic analysis and its theoretical approach was to find out a way in which the concepts of self-confidence and anxiety were articulated in order to make a coherent understanding of the PBL as a strategy to help students improve self- confidence and reduce anxiety when speaking. (See Table 2)

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Table 3: Categories, subcategories and patterns after the analysis

<i>Categories</i>	<i>Subcategories</i>	<i>Patterns</i>
1. Self-confidence	1.1 Situational	Self- perception of general academic background.
	1.2 Communication	Level of concern with communicating in English.
	1.3 Language potential	Self- perception about how well English is spoken.
	1.4 Language ability	Present English ability and English learning ability.
2. Anxiety	2.1 Communication	Appears when asked to communicate in English.
	2.2 Criticism	Fear of criticism from peers, teachers and assessments.
	2.3 Evaluation	Fear of speaking in an evaluation situation.

Descriptive statistics were used to describe the quantitative data in this research project. The quantitative analysis took into account a separate analysis of the three moments in which data was collected for the purposes of this research: the pre PBL survey, the ongoing surveys 1, 2, 3 and 4 and the post PBL evaluation survey. The numerical results were presented as percentages in summary charts and graphs that were analyzed in order to draw conclusions. (Appendix 6)

Questions 2, 3, 4, 8, 14, 22 and 23 in the Pre PBL surveys as well as questions 2, 3, 4 and 14 in the ongoing surveys were removed from the analysis because the researcher

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considered that they did not contribute information related to the intent of the project.

When making the analysis, it was noted that only 6 students completed all the surveys in the process. This was called the case study group (CS) so a specific analysis was done of the group, using the same procedure as the one applied to the information of the whole group (WG), to see if there are any differences in comparison to the whole group at every stage of the process. This case study group was the one used to show specific answers to open questions for the ongoing surveys 1, 2, 3, and 4 and the post PBL survey.

Data analysis

Pre- PBL survey

Situational self-confidence in L2.

Self-confidence in the pre PBL survey, corresponding to the situational subcategory were measured through answers to questions 1 (*I feel positive and optimistic towards life*) and 6 (*I focus on my mistakes as opportunities to learn from them*). The averages of both questions were high for both groups. The results are shown for the whole group vs. the case study group in table 3 as follows:

Table 4: Situational self-confidence averages in the pre PBL survey

	Q1: Me siento positiv@ y optimista con respecto a la vida		Subtotal 1	Q6: Me enfoco en mis errores como oportunidades para aprender de ellos		Subtotal 2	Total average
Whole group	Agree	Partially agree		agree	Partially agree		

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	88.5%	7.7%	96.2%	69.2%	23.1%	92.3%	94.3%
Case study	83.3%	16.7%	100%	50%	33.3%	83.3%	91.7%

The WG seemed to be a little more confident in this category than the CS in general terms, placing most of the students in “agree” in questions 1 and 6. Even though averages for both groups were similar, the CS students seemed to be less confident in this subcategory since fewer students agreed and more students partially agreed on being positive towards life as well as seeing mistakes as opportunities to learn.

Communication self-confidence in L2

Questions 13 (*I feel ease when speaking English in front of my classmates*) and question 25 (*I dare to speak English even I am not sure of doing it well*) were formulated to measure communication self-confidence in L2. These questions showed how confident students felt when communicating in English before the implementation on the PBL strategy.

Table 5: Communication self-confidence averages in the pre PBL survey

	Q13: Me siento tranquilo al hablar en inglés frente a mis compañer@s de clase		Subtotal 1	Q25: Me atrevo a hablar en Inglés aunque no esté segur@ de hacerlo bien.		Subtotal 2	Total average
Whole group	Agree	Partially agree		agree	Partially agree		
	23.1%	15.4%	38.5%	50%	23.1%	73.1%	55.8%
Case study	0%	33.3%	33.3%	33.3%	50%	83.3%	58.3%

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The data in the table shows that communication confidence in the pre PBL stage was very similar for both the WG and the CS group. However, the WG seemed to be more self-confident in this regards, especially in the “agree” option for questions 13 and 25 where there were more students. Even general average to question 25 is lower for the WG, it showed that most of students in this group are risk takers since 50% vs. 33% in the CS agreed with daring to speak even mistakes. Results on this aspect for the CS group also showed that even they had a higher average in question 25; they showed higher hesitation to speak English since most of them partially agreed on feeling ease when speaking English in front of their classmates as well as daring to speak English even mistakes.

Language potential self-confidence

Question 8 (*I trust I will be able to speak good English*) was aimed at determining the student’s language potential confidence. In general, both groups had a high level of language potential self-confidence with almost the same averages before the intervention.

Table 6: Language potential self-confidence in L2 in the pre PBL survey

	Q9: Confío en que algún día podré llegar a hablar muy buen Inglés		Total average
Whole group	Agree	Partially agree	
	30.8%	53.8%	84.6%
Case study	0%	83.3%	83.3%

The WG seemed to be more self-confident in this regards than the CS since 30.8% of them stated to agree on trusting they would be able to speak good English someday, whereas any of the students in the CS did. All of them partially agreed on that, which showed king of

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hesitation.

Language ability self-confidence

This kind of self- confidence was checked through answers to question 7 (*I trust my skills to reach what I set*) as well as question 7 (*I set realistic goals according to my skills*).

The general sense of achieving the goals the whole and the case study groups set was high.

Table 7: Language ability self-confidence in L2 in the pre PBL survey

	Q7: Confío en mis habilidades para lograr lo que me propongo.		Subtotal 1	Q8: Me propongo metas realistas según mis habilidades.		Subtotal 2	Total average
Whole group	Agree	Partially		agree	Partially agree		
	65.4%	34.6%	100%	65.4%	26.9%	92.3%	96.2%
Case study	50%	50%	100%	83.3%	16.7%	100%	100%

There seemed to be a previous greater general confidence (question 6) than when they referred specifically to the project (question 7).

Averages for question 7 showed that the WG trusted their skills to succeed more than the students in CS when having higher average in the “agree” option. On the contrary, the CS seemed to be more realistic when setting goals with a higher average of agreement with question eight.

Communication anxiety

In the pre PBL survey, the subcategory of communication anxiety, was determined through questions 11 (*I feel nervous and confused when I do not understand the explanation*

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the teacher of English gives in class) question 12 (I feel afraid of speaking or asking something in English to the teacher) question 14 (I feel nervous and confused when I speak English in class) Question 16 (I am afraid of mispronouncing words in English) and question 17 (In English class I am so nervous that I forget the things I have learnt)

Table 8: Communication anxiety in L2 the pre PBL survey

	Su r v e y	Q11. Me siento nervios@ y confundid@ cuando no entiendo la explicación que el profesor/a de inglés hace en clase.		Su bto tal 1	Q12. Siento temor de hablarle o preguntarle algo en inglés a mi profesor/a.		Su bt ot al 2	Q14. Me confundo y me pongo nervios@ cuando hablo inglés en clase.		Su bt ot al 3	Q16. Temo pronunciar mal las palabras en inglés.		Su bto tal 4	Q17. En clase de inglés me pongo tan nervios@ que olvido las cosas que he aprendido		Su bto tal 5
Whole group		Agree	Partially agree		Agree	Partially agree		Agree	Partially agree		Agree	Partially agree		agree	Partially agree	
	1	69.2%	23.1%	92.3%	50%	26.9%	76.9%	65.4%	26.9%	92.3%	76.9%	11.5%	88.4%	50%	15.4%	64.4%
Casestudy	1	100%	0%	100%	33.3%	50%	83.3%	83.3%	16.7%	100%	100%	0%	100%	33.3%	16.7%	50%

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Findings showed a similar average for the whole and the case study group. However, there were some important differences about communication anxiety in both groups. On the one hand, the CS group was more anxious than the WG when they did not understand the English lesson or when mispronouncing words in English with 100% of agreement to questions 11 and 16. This group also seemed to be more anxious than the WG when speaking English in class, according to question 14. On the other hand, the WG seemed to be more anxious than the CS when talking or asking something in English to the teacher as well as they used to forget more often what they had learnt due to anxiety, as expressed in questions 12 and 17 with average 50% of agreement in both questions.

Criticism anxiety

Criticism anxiety subcategory was determined through questions 18 (*I am concerned about people laughing at me when I speak English*) and question 19 (*I feel unease when the teacher or a classmate corrects me when I speak English*) which averages for the whole and the case study group were almost identical.

Table 9: Criticism anxiety in L2 in the pre PBL survey

	Q18. Me preocupa que la gente se ría de mí cuando hablo en inglés		Subtotal 1	19. Me siento incómod@ cuando el profesor /a o algún compañer@ me corrige cuando hablo inglés.		Subtotal 2	Total average
Whole group	Agree	Partially agree		Agree	Partially agree		
	57.7%	19.2%	76.9%	23.1%	34.6%	57.7%	67.3%
Case study	50%	16.7%	66.7%	0%	66.6%	66.6%	66.6%

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The answers to both questions in the WG and the CS were almost the same except from answers to question 19 in which the WG seemed to be more anxious since 23, 1% of them agreed on feeling unease when the teacher or another student corrected them when speaking English while any of the students in the CS group agreed with it.

Evaluation anxiety

Questions 10 (*I feel nervous when my teacher of English asks me a question I was not ready for*) question 20 (*I understand when I am asked a question in English but I forget how to answer*) and question 21 (*I am nervous during quizzes and exams in English*) were formulated to determine evaluation anxiety.

Table 10 Evaluation anxiety in L2 in the pre PBL survey

	Q10: Me siento nervios@ cuando mi profesor/a de Inglés me hace una pregunta para la que no estaba preparad@		Subtotal 1	Q20. Entiendo cuando me preguntan en inglés pero se me olvida cómo responder.		Subtotal 2	Q21: Me dan nervios durante quizzes y exámenes de inglés.		Subtotal 3	Total average
Whole group	Agree	Partially agree		Agree	Partially agree		Agree	Partially agree		
	80.8%	0%	80.8%	30.8%	38.5%	69.3%	65.4%	7.7%	73.1%	74.4%
Case study	100%	0%	100%	16.7%	50%	66.7%	66.6%	0%	66.6%	77.8%

The averages of evaluation anxiety were very similar for both groups. Nevertheless, the CS seemed to be more anxious than the WG group when asked questions in English. It is

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important to state that both groups, neither the WG nor the CS partially agreed on that. On the other hand, the WG was more anxious regarding evaluation when forgetting how to answer questions in English even though they had understood the question.

In the pre- PBL survey, the results were very similar for the WG and the CS groups. In general terms between 88% and 100% of the students replied they agreed or partially agreed with statements regarding their capacities for studying, doing well, setting goals and achieving them. Most of the students felt positive and self-confident. It would seem that their situational confidence was very high. This perspective seems quite encouraging when considering the importance of attitude in learning, especially when learning a foreign language. Although many students seemed to have confidence in the fact that they would be able to learn English someday, demonstrating language potential confidence, their communicative, criticism, and evaluation anxiety were clearly evident. Between 60% and 93% of the students in both groups stated that they agreed or partially agreed with statements having to do with feeling nervous, anxious, or ill at ease when they had to use English in communicative situations. These percentages decreased slightly when the students referred to speaking English in front of the class or felt so nervous that they forgot what they had to answer or with feeling ill at ease when someone corrected them.

Overall, the students seemed to have a lot of self-confidence, but this is not true when confronted with the challenge of a foreign language. They did not seem to be very perseverant, but some did seem to be “risk takers”, willing to accept challenges and suggestions in order to improve their English skills. The levels of confidence and anxiety for

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both the whole and the case study group in the pre PBL survey are presented in figures 1 and 2.

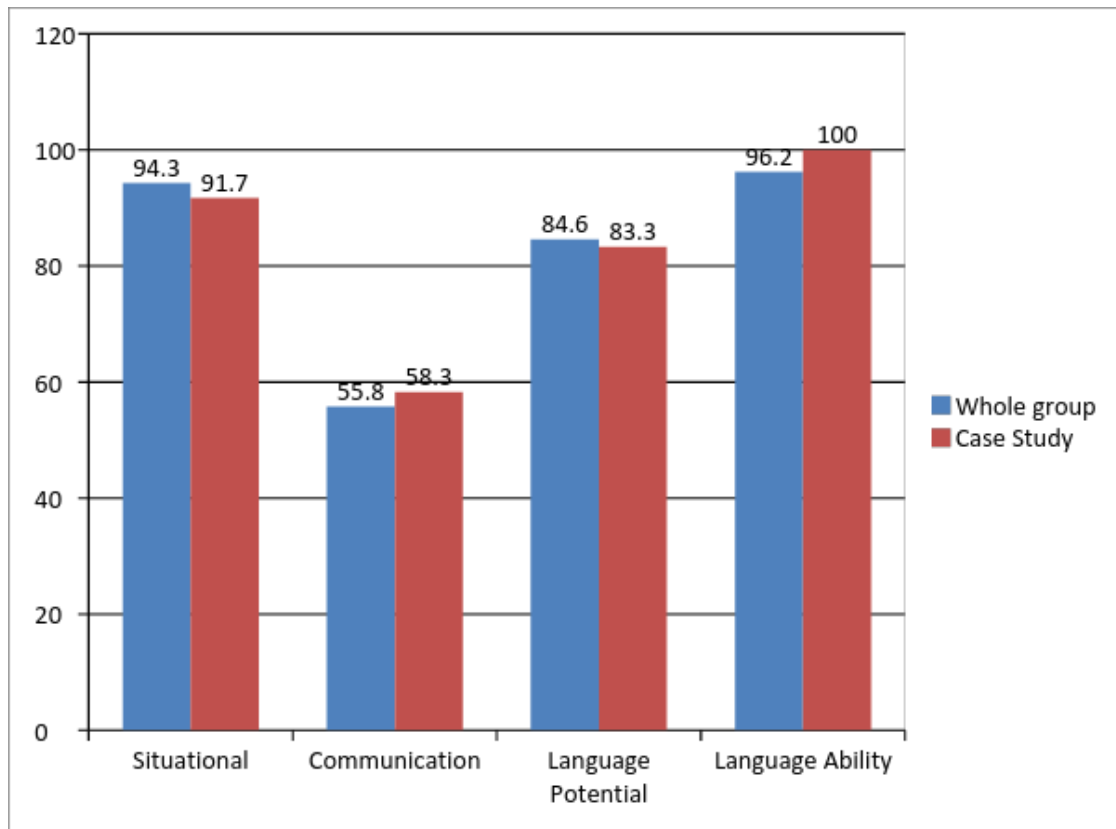


Figure 4: Pre PBL level of confidence in L2

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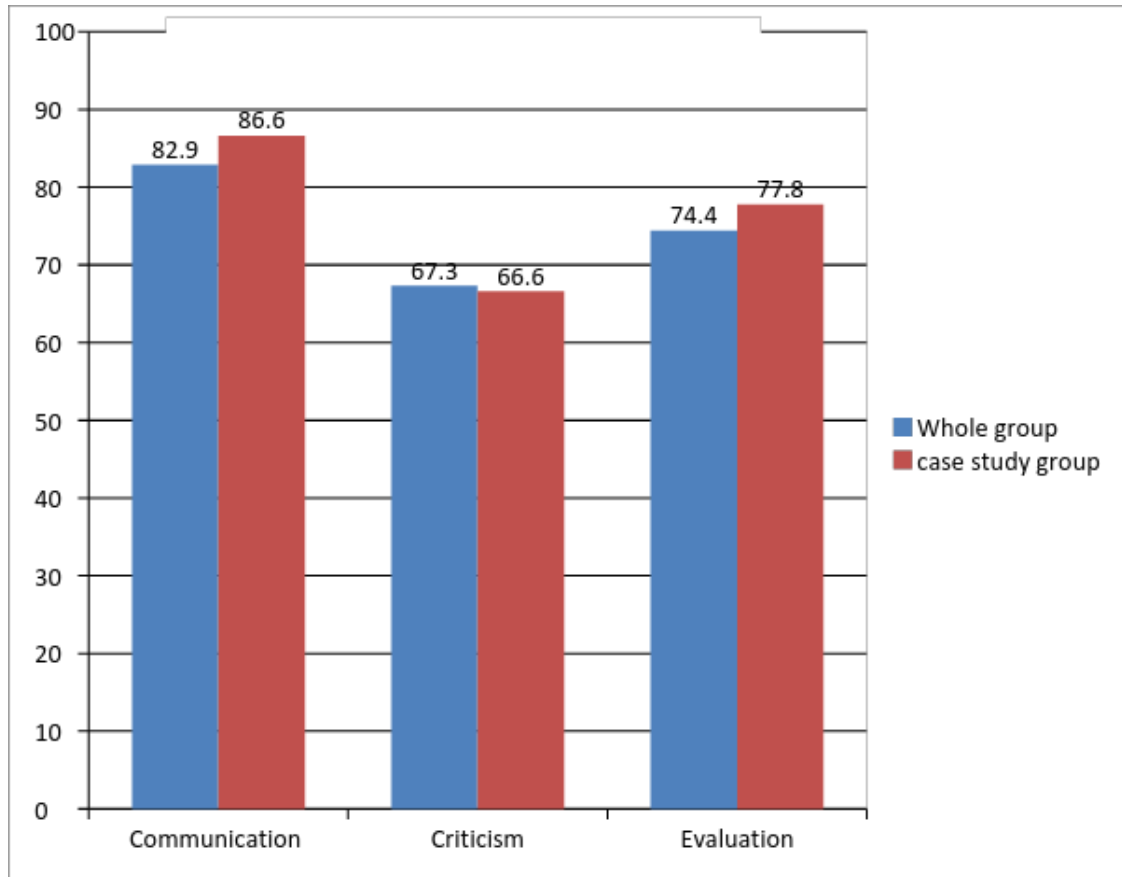


Figure 5: Pre PBL level of Anxiety in L2

As can be seen in Figures 1 and 2, the levels of confidence and anxiety of the case study group were very similar to those of the entire group prior to the implementation of the project. The students in the CS group showed higher communication, and language ability confidence and slightly lower situational and language potential self-confidence. In terms of anxiety, the CS group has slightly higher communication and evaluation anxiety and almost identical criticism anxiety.

Thus, when comparing the whole group findings in the pre- PBL survey regarding the findings of the same survey in the case study group, it is evident that both, levels of self-

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confidence and anxiety do not have any significant differences with the entire group. This would seem to show that the case study group represents the entire group well.

For the qualitative analysis of the pre- PBL survey, answers to question 26: “What other factors do make you feel nervous when speaking English? (“¿Qué otros factores te hacen sentir nervios@ en el momento de hablar en Inglés?”) before starting the implementation on PBL as strategy for intervention, it can be stated that:

The social component regarding self-confidence in L2 is a strong element that might affect the decision of speaking in front of a group. Nobody likes other people to laugh at them. When that happens, self-image is affected negatively. That is why no one wants to do things that make him/her seem fool in front of others and making mistakes (in this case speaking mistakes in L2) is interpreted as being foolish. Evidence of this is shown when many students in pre- PBL survey on self-confidence, expressed to be afraid of peers to make fun of them when speaking English, with answers such as “ *(tengo) miedo a equivocarme, a que mis compañeros se rían*”. (“*I am*) *afraid of making mistakes (and) my peers laugh at me*) or “*Que los compañeros se burlen*” (“*I am afraid of*) *my classmates making fun (of me)*).

Another aspect that causes anxiety in students is associated to the previous social component and happens when pupils are not knowledgeable enough about the topic they already worked on in class. It is very common when asked a question in the group, students try to model their answers based on previous ones given by other students, so when a student is asked first and does not know how to answer, it makes him/her feel embarrassed in front of the group, which affects his/her self-confidence. It can be noticed when some students

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state things such as “*(Me da miedo) que me escojan de primero (para responder una pregunta) y no haya estudiado*” “*(I am afraid of being chosen first (to answer a question) I had not studied for.*

Other situations that cause anxiety in students when speaking English are related to the performance of artistic skills that make them feel exposed in front of an audience. For example when a student states: “*(Me dan nervios) que me pongan a actuar o hablar frente a mis compañeros*” “*(It makes me nervous) when I have to perform or speak in front of my classmates*”. It is very common to panic when talking or performing in front of an audience and it is logical that anxiety increases when doing so in L2.

From the answers to the question 27 “What activities would you like to be done in your English class?” (“¿Qué actividades te gustaría se llevarán a cabo en tu clase de Inglés?”) it can be mainly stated that:

Students are conscious about the importance of content related to translation when they say:” *(Me gustaría) que la profesora nos ayude como en la traducción o cosas por el estilo*”, *(I would like the teacher to help us with translation and related things)* or:” *(Me gustaría) actividades de manejo del vocabulario*”. *(I would like (to do) activities about vocabulary use)*.

Additionally, many students would like their English classes to be more active. They would definitely like to include fun and artistic activities such as games; songs and role plays. This can be noticed when students say: “*Pues (me gustaría) que nos pusieran a jugar o interactuar con compañeros*”, *(I would like we were made play or interact with peers)* or

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"(me gustaría) cantar, hacer obras de teatro" (I would like to sing (and) to make role plays or " (Me gustaría trabajar con) música; salir afuera, hacer teatro". (I would like to work with) music; (to work) outdoors; to make role plays).

Ongoing surveys (OS) 1, 2, 3 and 4

In the second stage of the process, questions and statements in each one of the ongoing surveys 1, 2, 3 and 4, aimed at tracking levels of self-confidence and anxiety during the process of implementation of the PBL as strategy for intervention, were subcategorized according to the type of self-confidence or anxiety as shown in the charts below. In some questions students had to answer in terms of agreement or disagreement (agree, partially agree, disagree and totally disagree) while in other ones, students had to score the level of self-confidence or anxiety from 1 to 10. To facilitate the analysis of these kinds of questions, the scores were placed into categories related to levels of agreement or disagreement in this way: agree (scores 9 and 10), partially agree (scores 6, 7 and 8), disagree (scores 3, 4 and 5), and totally disagree (scores 1 and 2).

First, findings in the category of self-confidence and its subcategories are shown in the tables below. The averages of both, the whole group and the case study group are described to be compared.

Subcategory 1.1 Situational self-confidence in the OS:

Levels of self-confidence, corresponding to the situational subcategory were measured through answers to questions 1 (*I feel positive and optimistic regarding the PBL proposed in*

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the class of English) and 5 (*I see mistakes as opportunities to learn in the PBL*) in each one of the “ongoing surveys 1, 2, 3 and 4” during the implementation of PBL. The averages of both questions, from one week to the other, were given as total averages that later established the final average of the WG. This final percentage was compared to the one obtained in the same way from the CS.

The WG seemed to advance in this characteristic as the intervention progressed, except for week 2 for questions 1 and 5 in a similar average, when fewer students agreed and partially agreed on being positive regarding the project as well as seeing mistakes as opportunities to learn. On the other hand, the CS had the same level of situational self-confidence for questions 1 and 5, when all the students agreed than partially agreed with the statements in those questions.

The results are shown for the WG vs. the CS in table 10 as follows:

Table 11: Situational self-confidence averages in the OS

	Survey	Q1: Me siento positiv@ y optimista con respecto al proyecto planteado en clase de inglés		Subtotal 1	Q5: Veo mis errores como oportunidades para aprender de ellos en el proyecto de curso.		Subtotal 2	Total average
Whole group		agree	Partially agree		agree	Partially agree		
	1	64.7%	35.3%	100%	70.6%	29.4%	100%	100%
	2	70.8%	20.8%	91.6%	66.7%	25%	91.7%	91.7%
	3	72.4%	27.6%	100%	86.2%	13.8%	100%	100%
	4	82.1%	17.9%	100%	89.3%	10.7%	100%	100%

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WG average: 97.9%								
Case study	1	66.7%	33.3%	100%	66.7%	33.3%	100%	100%
	2	66.7%	33.3%	100%	66.7%	33.3%	100%	100%
	3	66.7%	33.3%	100%	100%	0%	100%	100%
	4	66.7%	33.3%	100%	83.3%	16.7%	100%	100%
CS average: 100%								

Findings showed that situational confidence was quite high for both groups regarding both questions. However, the WG seemed to be more optimistic about the project since the number of students who agreed with the statement in question 1 increased from one week to the other during the whole process, while the average of agreement for the CS started in 66,6% and did not change through the time of implementation of the project. Most of students in both groups seemed to be certain about learning from mistakes with averages 66.7% to 100% of students who agreed on that.

Subcategory 1.2 communication self-confidence in L2 in the OS

In order to measure communication self-confidence in L2, questions 12 (*I felt ease when speaking English in front of my classmates*) and question 21 (*I dared to speak English during this week even I was not sure of doing it well*) were formulated. These questions showed how confident students felt when communicating in English during the implementation of the PBL. Question 21 was measured on a scale from 1 to 10.

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Table 12 Communication self-confidence averages in the ongoing surveys

	Survey	Q12: Me sentí tranquilo al hablar en Inglés durante esta semana frente a mis compañer@s de clase.		Subtotal 1	Q21: Me atreví a hablar en Inglés durante esta semana aunque no estuve segur@ de hacerlo bien.		Subtotal 2	Total average
Whole group		Agree	Partially agree		agree	Partially agree		
	1	11.7%	26.5%	38.2%	50%	44.1%	94.1%	66.1%
	2	4.2%	37.5%	41.7%	50%	37.5%	87.5%	64.6%
	3	6.8%	27.5%	34.3%	48.3%	48.3%	96.6%	65.5%
	4	10.7%	28.6%	39.3%	42.9%	57.1%	100%	69.7%
WG average 66.4%								
Case study	1	0%	33.3%	33.3%	16.7%	83.3%	100%	66.7%
	2	0%	33.3%	33.3%	33.3%	66.7%	100%	66.7%
	3	0%	16.7%	16.7%	50%	50%	100%	58.4%
	4	0%	16.7%	16.7%	50%	50%	100%	58.4%
CS average 62.5%								

The data in the table shows how the level of communication confidence improved constantly from one week to the other for the whole group, while this kind of self-confidence decreased in the case study group.

The WG seemed to advance in this kind of self-confidence as the intervention progressed. Even though the level of agreement decreased a little from weeks 3 and 4 for question 21, averages placed above 87% which showed students were willing to speak even mistakes. Averages to question 12 placed the WG below 42% but the averages of agreement with question 12 increased from weeks 2 to 4 which showed higher communication confidence when speaking English in front of classmates. On the contrary, results on this aspect in question 12 for the case study group kept the same trend of 0% of agreement and decreasing partial agreement during all the time of the intervention which showed lower

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communication self-confidence; this fall might seem contradictory, but it could have been the result of students from this case study group had to present their final product in front of an audience during weeks 3 and 4 which might have made them feel more anxious.

On the other hand, from averages for question 21 that stayed 100% during the whole process, it can be noticed, that self-confidence for the CS group improved when daring to speak since the level of agreement during weeks 3 and 4 improved and averages of partially agree decreased.

Subcategory 1.3 Language potential self-confidence

Question 8 (*I trust I will be able to speak better English at the end of the project*) was used in all surveys to determine the level of language potential confidence. In general, both groups had a high level of self-confidence; the CS was the one that kept the highest levels during all the process.

Table 13: Language potential self-confidence in the OS

	Survey	Q8: Confío en que podré llegar a hablar mejor Inglés al final del proyecto.		Total average
Whole group		Agree	Partially agree	
	1	55.9%	44.1%	100%
	2	41.7%	54.2%	95.9%
	3	44.8%	48.3%	93.1%
	4	42.9%	57.1%	100%
WG average: 97.2%				
Case study	1	16.7%	83.3%	100%
	2	33.3%	66.7%	100%
	3	50%	50%	100%
	4	50%	50%	100%
CS average: 100%				

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The WG advanced in this kind of self-confidence as the intervention progressed, with averages placed above 93% which showed students were more confident to speak better English by the end of the project. The CS showed improvement in the level of language potential confidence from one week to the other with higher levels of agreement and lower level of partial agreement with question 8.

Subcategory 1.4 language ability self-confidence in the OS

This category demanded from participants to be auto-critical since they were expected to examine their abilities in L2 and determine to what extent they were able to achieve the goals they had set for the PBL. This was checked through answers to question 6 (*I trust my skills to reach the goals I set for my class project*) that was measured through a scale from 1 to 10 as well as question 7 (*I set realistic goals for the class PBL according to my skills*).

Table 14: Language ability self-confidence in the OS

	Survey	Q6: Confío en mis habilidades para lograr mis metas en el proyecto de curso.		Subtotal 1	Q7: Propuse metas realistas en el proyecto de curso según mis habilidades		Subtotal 2	Total average
Whole group		Agree	Partially agree		agree	Partially agree		
	1	41.1%,	47.1%	88.2%	50%	50%	100%	94.1%
	2	25%	66.7%	91.7%	50%	37.5%	87.5%	89.6%
	3	24.1%	72.3%	96.4%	51.7%	48.3%	100%	98.2%
	4	14.2%	75%	89.2%	17.9%	82.1%	100%	94.6%
WG average: 94.1%								
Case study	1	33.3%	50%	83.3%	16.7%	83.3%	100%	91.6%
	2	0%	100%	100%	16.7%	83.3%	100%	100%
	3	0%	100%	100%	33.3%	66.7%	100%	100%
	4	0%	100%	100%	33.3%	66.7%	100%	100%
CS average: 97.9%								

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There seemed to be greater general confidence regarding students' own skills (question 6) than when they referred specifically to the project (question 7) for both groups.

The WG seemed to be more self-confident regarding language ability as the intervention progressed. However, averages for agreement with question 6 for this group decreased from one week to the other through the whole intervention and averages for partial agreement increased, which might show that even when students trusted their skills, they were more realistic about how much of the goals they had set, they were able to achieve. On the other hand, answers to question 7 for the WG showed that most of the time students partially agreed more than agreed on being realistic about the goals they had set.

The CS group seemed to be a bit uncertain with greater percentages in the “partially agree” than the “agree”; nevertheless, in general terms they seemed to be confident about their language abilities based on the answers to questions 6 and 7. Even though in both questions averages were above 83% during the first week, this average reached 100% in week 2 and continued as well with most answers in for both questions until the end of the process with a higher percentage of students who partially agreed.

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Category 2: Anxiety

Findings on this part of the process are described below

Subcategory 2.1 Communication anxiety

Table 15: Communication anxiety in the OS

	Survey	Q10. Me sentí nervios@ y confundid@ cuando no entendí alguna parte de la explicación que el profesor/a de inglés hizo en clase.		Subtotal 1	Q11. Me sentí temeros@ de hablarle o preguntarle algo en inglés a mi profesor/a.		Subtotal 2	Q13. Me confundí y me puse nervios@ cuando hablé inglés en clase.		Subtotal 3	Q15. Sentí temor de pronunciar mal las palabras en inglés durante esta semana		Subtotal 4	Q16. En clase de Inglés me puse tan nervios@ que olvidé las cosas que he aprendí esta semana		Subtotal 5
Whole group		Agree (scores 9-10)	Partially agree (scores 6, 7, 8)		Agree (scores 9-10)	Part. Agr. (scores 6, 7, 8)		Agree	Partially agree		Agree (scores 9-10)	Partially agree (scores 6, 7, 8)		agree	Partially agree	
	1	11.8%	29.4%	41.2%	11.8%	32.4%	44.2%	35.3%	38.2%	73.5%	20.6%	35.3%	55.9%	17.6%	29.4%	47%
	2	4.2%	41.7%	45.9%	8.3%	50%	58.3%	25%	50%	75%	29.2%	29.2%	58.4%	8.3%	29.2%	37.5%
	3	3.4%	44.7%	48.1%	6.8%	30.9%	37.7%	17.2%	48.3%	65.5%	3.4%	41.3%	44.7%	6.9%	27.6%	34.5%
	4	0%	50.1%	50.1%	3.6%	46.5%	50.1%	17.9%	46.4%	64.3%	3.6%	50%	53.6%	3.6%	39.3%	42.9%
WG average																
Case study	1	0%	66.7%	67.7%	0%	66.6%	66.6%	33.3%	66.7%	100%	16.7%	50%	66.7%	16.7%	33.3%	50%
	2	0%	50%	50%	0%	66.7%	66.7%	0%	50%	50%	16.7%	33.3%	50%	0%	16.7%	16.7%
	3	16.7%	50%	67.7%	0%	83.4%	83.4%	0%	50%	50%	0%	66.6%	66.6%	0%	16.7%	16.7%
	4	0%	66.7%	66.7%	0%	50%	50%	16.7%	50%	67.7%	0%	83.3%	83.3%	0%	33.3%	33.3%
CS average																

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For the subcategory of communication anxiety, questions 10 (*I felt nervous and confused when I did not understand a piece of explanation the teacher gave in class*) question 11 (*I felt afraid of speaking or answering something in English to the teacher*) question 13 (*I felt nervous and confused when I spoke English in class*) Question 15 (*I was afraid of mispronouncing words in English this week*) and question 16 (*In English class I was so nervous that I forgot the things I had learnt this week*) were aimed at determining the students' perceptions about their level of anxiety related to communication skills. Questions 10, 11 and 15 were measured through a scale from 1 to 10, where 10 stands for the highest level of anxiety.

Findings showed a similar pattern for the WG and the CS. From weeks 1 and 4 there was a slight fall from the second to the third week in general averages for the WG regarding communication anxiety. On the other hand, when talking about the CS, the level of this kind of anxiety started with 70.2% average, with a fall to 46.7% in week 2. Then it increased a little, to 56.9% during week 3 and a little bit more for both groups in week 4. This last increase might have been related to the fact that students had to perform their project during the last week where it was necessary for them to communicate in English and being graded for that.

Subcategory 2.2 criticism anxiety in the OS:

According to the diagnostic Pre- PBL survey, criticism anxiety was the most referred type of anxiety by students but it was not the most influential one since levels of criticism anxiety are not the highest ones during the implementation of PBL. In the ongoing surveys

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1, 2, 3 and 4, questions 17 and 18 were measured through a scale from 1 to 10.

Through the ongoing surveys with the WG it was shown that the average of criticism anxiety for both questions, which started in 30.9%, decreased to 26.8% at the end of the process. However, the WG seemed to be a little more confident in this regards, since they placed some of their answers in the “agree” option, while the CS placed all these answers in “partially agree”.

Table 16: Criticism anxiety in the OS

	Survey	Q17. Me preocupó que la gente se pudiera reír de mí cuando hablé en Inglés durante la presentación la presentación de la leyenda		Subtotal 1	18. Me sentí incómod@ cuando el profesor /a o algún compañer@ me corrigieron durante la presentación la presentación de la leyenda.		Subtotal 2	Total average
Whole group		Agree (9,10)	Partially agree (6,7,8)		Agree (9,10)	Partially agree (6,7,8)		
	1	14.7%	29.4%	44.1%	2.9%	14.7%	17.6%	30.9%
	2	12.5%	20.8%	33.3%	0%	16.7%	16.7%	25%
	3	10.3%	27.6%	37.9%	0%	20.7%	20.7%	29.3%
	4	3.6%	25%	28.6%	0%	25%	25%	26.8%
WG average: 28%								
Case study	1	0%	50%	50%	0%	16.7%	16.7%	33.3%
	2	0%	33.3%	33.3%	0%	33.3%	33.3%	33.3%
	3	0%	16.7%	16.7%	0%	50%	50%	33.3%
	4	0%	33.3%	33.3%	0%	33.4%	33.4%	33.3%
CS average: 33.3%								

In general, criticism anxiety total average was always placed below 31% in the WG. This type of anxiety decreased as the intervention progressed from 30.9% in week 1 to 26.8% in week 4. There was only a rise from week 2 to 3 in 4.3%. Averages for question 17 showed

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that most of the highest percentages were placed as “partially agree”. This showed that students were partially anxious regarding criticism coming from any people during the implementation of the PBL. Averages for question 18 showed that students were partially anxious when criticism came from any partner or the teacher. Any of the students in the WG totally agreed on this aspect from weeks 2 to 4.

The CS group partially agreed during all the 4 weeks in both questions 17 and 18; nevertheless, in general terms the levels of criticism anxiety varied during all the process for this group. Question 17 started in average 50% in the first week, and had a fall during weeks 2 and 3 to the lowest level of criticism anxiety to 16.7%, then it increased again to a 33.3 %; Nonetheless in the end there was a fall from criticism anxiety when it come from anyone from 50% to 33.3% at the end of the process. Averages in question 18 had a similar patron to averages in question 18, but on the contrary, the levels of criticism when it comes from a partner or the teacher, started low with a 16.7% in the first week but finished higher with a 33.3% in week 4. Nonetheless, in the end the averages for the CS group did not change much during the intervention. The averages kept 33.3% week a week with any student placed in the “agree” option. The level of criticism anxiety for the WG was lower than the one for the CS in 6.5%. In general, terms the WG seemed to be a little more self-confident toward criticism than the CS after the intervention.

Subcategory 2.3. Evaluation anxiety in the OS:

In the case of evaluation anxiety questions 9 and 20 were measured through a scale from 1 to 10.

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The average anxiety levels in the WG were very similar with a reduction in the level of anxiety of a 4% from weeks 1 to 2. Weeks 3 and 4 experienced a reduction of a 10% compared to the first week. These results were quite different from the CS group in which evaluation anxiety was very high at the beginning of the process with an 83% and decreased during weeks 2 and 3 with a new rise in week 4. Nonetheless, when comparing the first and the last week of evaluation anxiety, it decreased in more than 10 points.

Table 17: Evaluation anxiety in in the ongoing surveys

	Survey	Q9: Me sentí nervios@ cuando mi profesor/a de inglés me hizo preguntas para la que no estaba preparad@?		Subtotal 1	Q19. Entendí cuando me preguntaron en inglés pero se me olvidó cómo responder..		Subtotal 12	Q20: Me dieron nervios durante quizzes y exámenes de inglés de esta semana		Subtotal 13	Total average
Who le group		Agree (9,10)	Partially agree (6,7,8)		Agree	Partially agree		Agree (9,10)	Partially agree (6,7,8)		
	1	26.4%	20.6%	47%	29.4%	44.1%	73.5%	8.8%	35.2%	44%	54.8%
	2	16.7%	54.2%	70.9%	16.7%	33.3%	50%	8.3%	45.8%	54.1%	58.3%
	3	6.8%	41.3%	48.1%	10.3%	41.4%	51.7%	6.8%	31%	37.8%	45.9%
	4	3.6%	60.7%	64.3%	17.9%	60.7%	78.6%	3.6%	35.7%	39.3%	45.3%
WG average: 51.1%											
Case study	1	33.3%,	33.3%	66.6%	16.7%	83.3%	100%	0%	83.3%	83.3%	83.3%
	2	0%	83.3%	83.3%	0%	33.3%	33.3%	0%	66.7%	66.7%	61.1%
	3	0%	50%	50%	0%	33.3%	33.3%	16.7%	66.7%	83.3%	55.5%
	4	0%	66.7%	66.7%	0%	100%	100%	0%	50%	50%	72.2%
CS average: 68%											

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As a summary, when comparing the kinds of self-confidence during the whole process through findings from ongoing surveys 1, 2, 3 and 4, it was evident that levels of situational, language potential and language ability self-confidence are quite high, with averages above 90%. However, when talking about communication, the level of self-confidence decreased in a significant way (65%) respect the other kinds of self- confidence. Communication self-confidence is directly related to level of performance, which shows that even though students are not sure about how much English they should know, it seems to them that their knowledge about English is not enough to fulfill the purpose of the project.

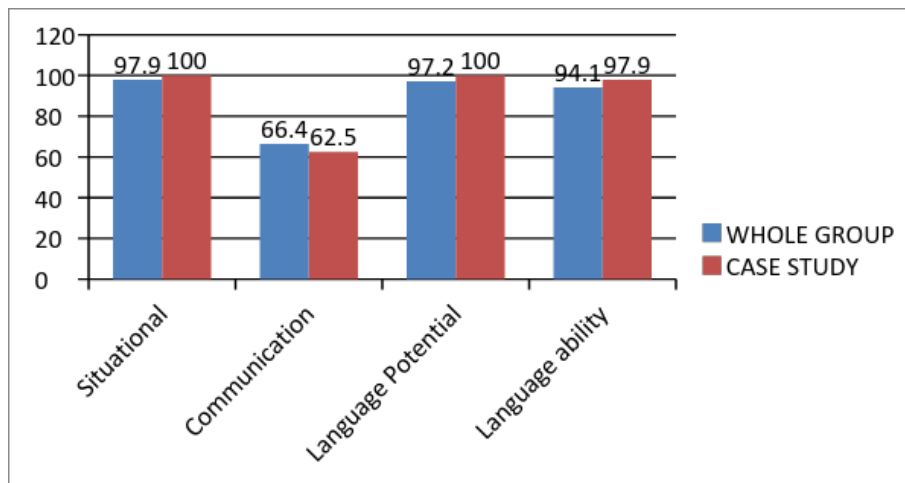


Figure 6: Self-confidence for the WG and the CS in L2 in the ongoing surveys

Findings related to self-confidence during the implementation of the PBL for the WG and the CS showed that situational, language potential and language ability self-confidence for both groups were high with an average above 94.1% in all cases and similar, with a variation below 3.5% from one group to the other, where CS averages overpassed the WG ones in situational, language potential and language ability self-confidence. On the contrary, students in both groups seemed not to be that confident in communication self-confidence

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when compared with the other types of self-confidence. In fact, communication self-confidence averages are about 30% lower than the other types of self-confidence. This evidences that students are self-confident about their abilities and potential in L2 as well as the context in which they interact, but they are aware their weakest point is related communicative elements in L2.

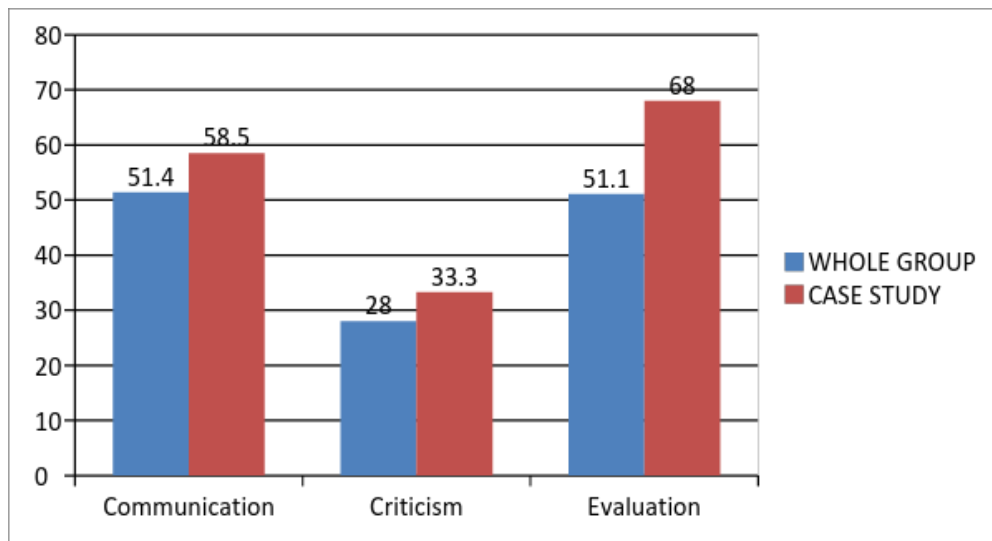


Figure 7: Anxiety in the WG and the case CS in L2 in the ongoing surveys

Findings related to anxiety during the implementation of the PBL for the WG and the CS showed that the case study group experienced higher levels of anxiety when compared to the whole group. Results also showed that communication and evaluation caused the highest levels of anxiety with average above 50% in both groups. On the contrary, the social component of criticism anxiety seemed not to be so relevant for students, since averages for both groups placed below 34%.

Qualitative analysis to open the question in the ongoing surveys

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Question 22 (*Write in a brief way how you felt during this week working at the project*), was aimed at determining the way students perceived the work with PBL from the beginning to the end of the project. It showed that according to the ongoing surveys, during the first week of the PBL implementation, student 1 stated:

("Me sentí...) un poco nerviosa e insegura" (CSS1) Entry 1

I felt a little nervous and not confident. (Author's translation)

During the second week, she showed kind of improvement when she stated:

"Me siento bien, pero siempre con un poco de nerviosa" (CSS1) Entry 2

"I feel good but a little nervous". (Author's translation)

In week three the student stated:

"Me siento positiva para seguir cambiando " (CSS1) Entry 3

"I feel positive to keep on changing" (Author's translation) which could be related to situational confidence.

During week four, just before presenting the PBL group product, the student stated:

"Me sentí nerviosa" (CSS1) Entry 4

"I felt nervous" (Author's translation) This happened just before presenting the PBL group product.

During the first week of the PBL implementation, student 2 (CSS2) showed a high level of language ability potential confidence because of the project when she stated:

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"Me sentí...bien porque así aprenderé a hablar inglés" (CSS2) Entry 1

"I felt good because this way I will learn more English". (Author's translation)

During the second week S2 felt a little nervous but showed a higher level of situational self-confidence when she stated:

"Me sentí un poco nerviosa pero me atreví y aprendí un poco más inglés!" (CSS2)

Entry 2

"I felt a Little nervous but I dared and learnt a little more English". (Author's translation)

In week three the student felt, experienced a sense of achievement because she had the opportunity to speak English as stated:

"La verdad me sentí muy bien porque nunca había tenido la oportunidad de hablar Inglés frente a las personas y pues me parece que con este trabajo he aprendido un poco más :)" (CSS2) Entry 3

"In fact, I felt pretty well because I had never had the opportunity to speak English in front of other people and it seems to me that with this project I have learnt a little more". (Author's translation)

During week four, S2 showed an improvement in communication confidence as stated:

" (Me sentí) un poco nerviosa porque no estaba segura de hacerlo, pero... ¡lo logré!". (CSS2) Entry 4

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“(I felt) a little nervous because I was not sure about doing it (the project) but I achieved it! (Author’s translation)

.

Student 3 (CSS3) during the first week of the PBL implementation expressed that she was a little nervous. During the second week, she was showed some criticism anxiety when stated:

“Me sentí... un poco nerviosa ya que era la primera vez que yo hablaba delante de mis compañeros”.(CSS3) Entry 2.

“I felt... a little nervous because it was the first time I spoke in front of my partners”.
(Author’s translation)

In week three the student felt more confident. She referred:

“Me sentí...mucho mejor ya que superé un poco mis miedos”. (CSS3) Entry 3.

“I felt... much better because I overcame my fears a little”. (Author’s translation)

During week four, (before presenting the PBL group product) S3 only said “ I felt very nervous” (CSS3) Entry 3, without refereeing what about.

In the first week of the PBL implementation, student 4 (CSS4) felt good and which showed a good level of communication confidence when said:

“Me siento bien al hablar inglés”(CSS4) Entry 1.

“I feel good when speaking English” (Author’s translation),

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During the second week S4 evidenced a higher level of language ability confidence when stated:

"Me siento (bien) porque estoy aprendiendo más de Inglés"(CSS4) Entry 2

"I feel (good) because I am learning more English" (Author's translation).

In week three and four the student reinforced the sense of achievement when expressed:

"Me siento feliz porque cada día aprendo más"(CSS4) Entries 3 and 4

"I feel happy because I learn more every day. (Author's translation).

Student 5 (CSS5), was aware that he was overcoming his fears to improve his speaking in English during the first week. During this week, the student also evidenced criticism anxiety as well as language potential self-confidence as stated:

"En esa semana de trabajos me sentí un poco nervioso pues porque había que hablar inglés frente a mis compañeros y pues también porque nos tenían que grabar. Pero yo sé que todos mis miedos los tengo que perder para mejorar mi habla en inglés...". (CSS5) Entry 1

"This working week I felt a little nervous because we had to speak English in front of my classmates and also because (the activity) had to be recorded...But I know that I have to get rid of all my fears to improve my spoken English".(Author's translation).

During the second week, the students showed language potential and communication self-confidence as a result of the assessment the teacher gave him as expressed by himself:

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"En esta semana de trabajo me sentí bien porque con la asesoría que me dio la profesora pude hablar y hacer mejor mi presentación del proyecto"(CSS5) Entry 2

"During this working week I felt good because due to the assessment the teacher gave me, I could speak and make a better presentation of my project" ".(Author's translation).

"In week 3 S5 seemed to be anxious again but rewarding from his comment, it can be deducted that the student overcame the criticism anxiety when performing his presentation.

"Yo me puse un poco nervioso al presentar mi presentación de la leyenda porque no estaba seguro si saldría bien, pero al final me salió como quería: bien" (CSS5) Entry 3.

"I was a Little nervous because of the presentation of my legend. I was not sure it was going to be ok but in the end everything was as expected: well" (Author's translation).

During week four, S5 felt proud of himself; her situational self-confidence improved because he received positive feedback:

"En esta semana de trabajo me sentí orgulloso de mí mismo porque pude presentar mi trabajo individual y la profe me dijo que estuve bien" (CSS5) Entry 4.

"This week I felt proud of myself because I could present my individual work and the teacher told me I did it well". (Author's translation).

According to ongoing surveys, during the first week of the PBL implementation,

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student 6 (CSS6) evidenced situational confidence as well as language potential confidence when stated:

"Me sentí un poco nerviosa aunque con el trabajo de mis compañeros he ido mirando cómo no ir a cometer los mismos errores de ellos....Pero confío en mí de que al final del proyecto aprenderé más a desarrollar el tema del habla) (CSS6) Entry 1

"I felt a little nervous but I have been learning from my classmates mistakes in order not to make the same mistakes they make. I trust myself and I am positive that I will learn to develop the speaking issue by the end of the project" (Author's translation).

During the second week St6 felt a little nervous but she was positive. She was also confident about improving day by day:

"Como todos... pues con un poco de nervios, pero pues es así como se va aprendiendo y pues confío en que cada día iré mejorando con la ayuda de Dios y poniendo mucho empeño de mi parte...." (CSS6) Entry 2.

"(I felt) just like everyone: A Little nervous. But anyway, this is how one's learning and I trust I'll be improving with God's help and with my own commitment" (Author's translation).

Through her comment, during week 3 the student experimented a sense of achievement:

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"Me sentí bien pues cada día se va mejorando...." (CSS6) Entry 3.

"I felt good because one's improving every day..." (Author's translation).

During week four, S6 felt a little nervous, but she was aware that she could learn from mistakes. She also showed situational and language potential ability self-confidence:

"Me sentí un poco nerviosa porque como todo, de los errores se aprende y confío en que al final del proyecto habré aprendido muchas palabras y el buen manejo de la pronunciación....." (CSS6) Entry 4.

"I felt a little nervous because, (Just like anything...) we learn from mistakes and I trust that by the end of the project I will have learnt many words as well as a good pronunciation. (Author's translation).

In general terms, from the qualitative analysis, of ongoing surveys 1,2,3 and 4 it can be stated that anxiety appeared in all of the students from the CS, but some of them just expressed ideas such as "I felt nervous", without giving further information to conclude what kind of anxiety, he or she was talking about. Other students' comments included enough specific information to arrive at more detailed conclusions. On the other hand, self-confidence was expressed repeatedly, as stated above, however, occasionally some students just said things such as "I feel good" or "I'm improving", without providing further information to conclude what kind of self-confidence, they referred to. Finally, the low levels of anxiety evidenced during the process are supported by the fact that there are just a few comments regarding criticism and those ones are expressed in terms of gaining self-confidence in this regards.

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Post PBL evaluation survey

The post- PBL survey was aimed at analyzing students' feelings after working on the PBL implemented during the first academic term in English class in order to observe how students perceived their levels of self-confidence and anxiety changed after the intervention.

Subcategory 1.1 Situational self-confidence in the post PBL survey

Regarding the subcategory of situational confidence measured through answers to questions 2 (*The class' PBL lead me to improve my attitude from one week to the other*) and 5 (*I think I learnt to see mistakes as opportunities to learn in the PBL*), the results for the WG vs. the CS group are described the chart below.

Table 18: Situational S-C for the WG and the CS in the post PBL

	Survey	Q2: El proyecto de curso permitió que mi actitud mejorara semana a semana		Subtotal 1	Q3: Creo que aprendimos a ver nuestros errores como oportunidades para aprender durante el proyecto de curso		Subtotal 2	Total average
Whole group		agree	Partially agree		agree	Partially agree		
	POST	66.7%	33.3%	100%	76.2%	23.8%	100%	100%
WG average: 100%								
Case study	POST	50%	50%	100%	66.7%	33.3%	100%	100%
CS average: 100%								

As shown above the situational confidence for both the WG and the CS groups after the PBL intervention was high, with the highest average for “agree” to questions 2 and 3 in the WG which shows that this group felt they made better headway regarding situational confidence than the CS.

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Subcategory 1.2 Communication SC in the post PBL survey

When talking about communication self-confidence in L2, questions 1 (*I feel I learnt during the class PBL*), question Q16 (*I dared to speak English during the project even though I was not sure of doing it well*) Q18 (*In general, I think I the PBL project helped me speak better English*) Q19 (*I think that now, after working on the project, I am more confident to speak English even mistakes*) the opinions of the students were positive, with a 100% of agreement or partially agreement in the three questions.

Table 19: Communication SC for the WG and the CS in the post PBL

	Q1. Siento que aprendí durante el proyecto planteado en clase de inglés		Subtotal 1	Q16. Me atreví a hablar más en inglés durante el proyecto aunque no estuviéramos seguros de hacerlo bien.		Subtotal 3	Q18. Creo que en general el trabajo del proyecto me ayudó a hablar mejor inglés.		Subtotal 4	19. Creo que ahora, después de trabajar el proyecto, estoy más confiado al hablar inglés aunque cometa errores.		Subtotal 5	Total average
WG	Agree	Partially agree		Agree	Partially agree		Agree	Partially agree		agree	Partially agree		
	76.2 %	23.8 %	100%	38.1 %	61.9 %	100%	57.1 %	42.9 %	100%	100%		100%	100%
CS	100 %	0%	100%	66.7 %	33.3 %	100%	57.1 %	42.9 %	100%	100%		100%	100%

Even though final averages for both groups were the same, the CS group seemed to be more confident in this subcategory since most of the answers to questions above indicated

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agreement, while there were more students in the WG who stated partial agreement to the statement regarding communication self-confidence. The most successful outcomes from this part were that both, the WG and the CS group agreed in 100% with the statements regarding gaining knowledge as well as daring to speak English even mistakes.

Subcategory 1.2 Language potential SC in the post PBL survey

The subcategory of self-confidence was checked in the post PRE-PBL through question 17 (*I feel more confident about speaking better English after the project*). Both groups had a high level of this kind of self-confidence; however most of the students in the CS group showed a higher level of this type of self-confidence when compared to the WG since the first ones agreed with 66,7%.

Table 20: Language potential SC for the WG and the CS in the post PBL

	Q17. Me siento más confiado de hablar mejor inglés después del proyecto		Total average
Whole group	agree	Partially agree	
	33.3%	61.9%	95.2%
Case study	66.7%	33.3%	100%

This might be attributed to the fact that in the CS group were the students who completed the whole surveys which might show that these students are more disciplined and committed with the achievement of their goals.

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Subcategory 1.4 Language ability SC in the post PBL survey

The category of **language ability self-confidence** in the post PBL survey was determined through question 4 (*The class project helped me trust my skills to achieve my goals*) which was measured through a scale from 1 to 10 and question 5 (*I believe the goals I set in the class PBL were realistic according to my abilities*). These questions were aimed at making students realize at every stage of the process of implementation of the PBL if they were really able to reach the goals they had set.

Table 21: Language ability SC for the WG and the CS in the post PBL

	Q4. El proyecto de curso me ayudó a confiar en mis habilidades para lograr mis metas.		Subtotal 1	Q5. Creo que las metas que me tracé en el proyecto de curso son realistas según mis habilidades.		Subtotal 2	Total average
Whole group	Agree 9-10	Partially agree 6, 7, 8,		agree	Partially agree		
	19.1%	61.9 %	81%	47.6%	47.6%	95.2%	88.1%
Case study	0%	100%	100%	16.7%	83.3%	100%	100%

The level of self-confidence in both groups was high. However, in the whole group, the average of students who agreed with the statements for question 4 and 5 was higher than the ones who did so from the case study group. Particularly, even average score was higher in question 4 for the case study group, it might be noticed that students in the WG were more convinced about the effectiveness of the project in this regards, since they placed 19, 1% in

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agree, while the CS group, placed all its students in partially agree which shows its hesitation about improving their language ability self-confidence.

Anxiety in the post –PBL survey

Regarding the category of anxiety, it was analyzed from the subcategories of communication anxiety, criticism anxiety and evaluation anxiety. The idea in the post PBL survey was to have a general idea of how students felt the PBL project affected these aspects. Questions in this regards were formulated under the assumption that the PBL experience had had a positive impact on students, so the fact to observe here was how effective PBL was in order to reduce general levels of anxiety.

Subcategory 2.1 Communication anxiety in the post PBL survey

For the subcategory of communication anxiety, questions 7 (*I feel less nervous when my teacher asks me questions I am not ready for*) question 8 (*after working on the PBL I feel less afraid of speaking or asking anything in English to my teacher*) question 11 (*Now I feel less fear of mispronouncing words in English after the class PBL*) question 9 (*At the end of project I felt more relaxed when speaking English in front of my classmates*) and question 12 (*At the end of my class PBL I was so nervous that I forgot the things I had prepared*) since the previous questions were formulated in a positive way, this last question was evaluated in terms of partial or total disagreement.

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Table 22: Communication anxiety for the WG and the CS in the post PBL

	Q7. Ahora me siento menos nervios@ cuando mi profesora de inglés me hace preguntas para las que no estoy preparad@		Subtotal 1	Q8. Después de trabajar en el proyecto me siento menos temeros@ de hablarle o preguntarle algo en inglés a mi profesora.		Subtotal 2	Q9. Al final del proyecto me sentí más tranquil@ al hablar en inglés frente a mis compañer@s de clase		Subtotal 3	Q11. Siento menos temor de pronunciar mal las palabras en inglés después del proyecto.		Subtotal 4	Q12. Al final del proyecto me puse tan nervios@ que olvidé las cosas que había preparado		Subtotal 5	Total average
Who the group	Agree	Partially agree		Agree	Part. Agr.		Agree	Partially agree		Agree 9-10	Partially agree 6, 7, 8,		Partially disagree	Totally disagree		
WG	28.6%	57.1%	85.7%	33.3%	52.4%	85.7%	38.1%	57.1%	95.2%	33.3%	61.9%	95.2%	42.9%	23.8%	66.7%	85.7%
CS	0%	100%	100%	16.7%	66.6%	83.3%	100%		100%	16.7%	83.3%	100%	83.3%		83.3%	93.2%

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Findings showed that communication anxiety decreased for both; the whole and the case study group with most averages in “partially agree”. Average of questions 7, 8, placed in “agree” were higher for the WG, which showed a reduction in the level of anxiety when communicating with the teacher. Average of question 9 indicated that all the students in the CS group were less anxious of communicating in English in front of their partners while 38.1% of students in the WG agreed with the same item. When talking about the anxiety experienced when pronouncing words in question 11, all students in the CS group expressed it had decreased in terms of agreement or partial agreement; however, the average of this item placed in terms of agreement, was higher in the WG. Question 12 was formulated in a different way to the previous ones in this category. It was aimed at determining if students had been so anxious at the end of the project, which was the moment to present the final group product, in a way that they had forgotten what they had prepared for class. In this regards, both the WG and the CS group agreed, being the CS group the most anxious with 83% placed in the “agree” option.

Subcategory 2.2 Criticism anxiety in the post PBL survey

Criticism anxiety in the post- PBL survey was determined through questions 13 (*I am less concerned about the possibility of people laughing at me when speaking English since the PBL for the class was implemented*) and question 14 (*after working on the class PBL I feel less unease when the teacher or any classmate corrects me when I speak English*). These questions were formulated in a positive way in order to know to what extent the levels of anxiety were reduced.

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Table 23: Criticism anxiety for the WG and the CS in the post PBL

	13. Me preocupa menos que la gente se ría de cuando hablo en inglés desde que trabajamos el proyecto de curso.		Subtotal 1	14. Después de trabajar el proyecto de clase me siento menos incómod@ cuando el profesor/a o algún compañer@ me corrigen cuando hablo Inglés.		Subtotal 2	Total average
Whole group	Agree	Partially agree		Agree	Partially agree		
	33.3%	61.9%	95.2%	42.9%	47.6%	90.5%	92.8%
Case study	0%	83.3%	83.3%	33.3%	66.7%	100%	91.5%

Findings showed that 92.8% of the students in the WG experienced less criticism anxiety after the intervention strategy. The CS also stated to feel less anxious regarding criticism; however, this group perceived less improvement in this subcategory than the WG, since all of their answers to question 13 and most of them to question 14 were placed as “partially agree” which shows the fact that people might laugh at them when speaking English, specially people different from the classmates and the teacher, is still concerning.

Subcategory 2.2 Evaluation anxiety in the post PBL survey

The last aspect to be observed was the subcategory of evaluation anxiety. Question 15 (*I was nervous during quizzes and exams of English during the class PBL*). In this question,

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measured through a scale from 1 to 10.

Table 24: Evaluation anxiety for the WG and the CS in the post PBL

Survey	Q15. Me dieron nervios durante quizzes y exámenes de inglés durante el proyecto.		Total average
	Agree	Partially agree	
WG	4.8%	42.8%	47.6%
CS	0%	50%	50%

The averages of evaluation anxiety in the WG and in the CS group were very similar. Findings showed that about 50% of students experienced evaluation anxiety in agree and partially agree. However, even the average of the WG was lower than the CS, the WG seemed to be a little more anxious regarding evaluation, placing 4.8% of the students in “agree”, while the CS group did not place any students in this option.

Levels of self-confidence in both groups were high. However, when comparing quantitative results of each type of anxiety and self-confidence, it is important to state that from the types of self-confidence, the CS group established the same level of situational and communication self-confidence than the WG with 100% each, while language potential and language ability self-confidence levels were higher in the CS.

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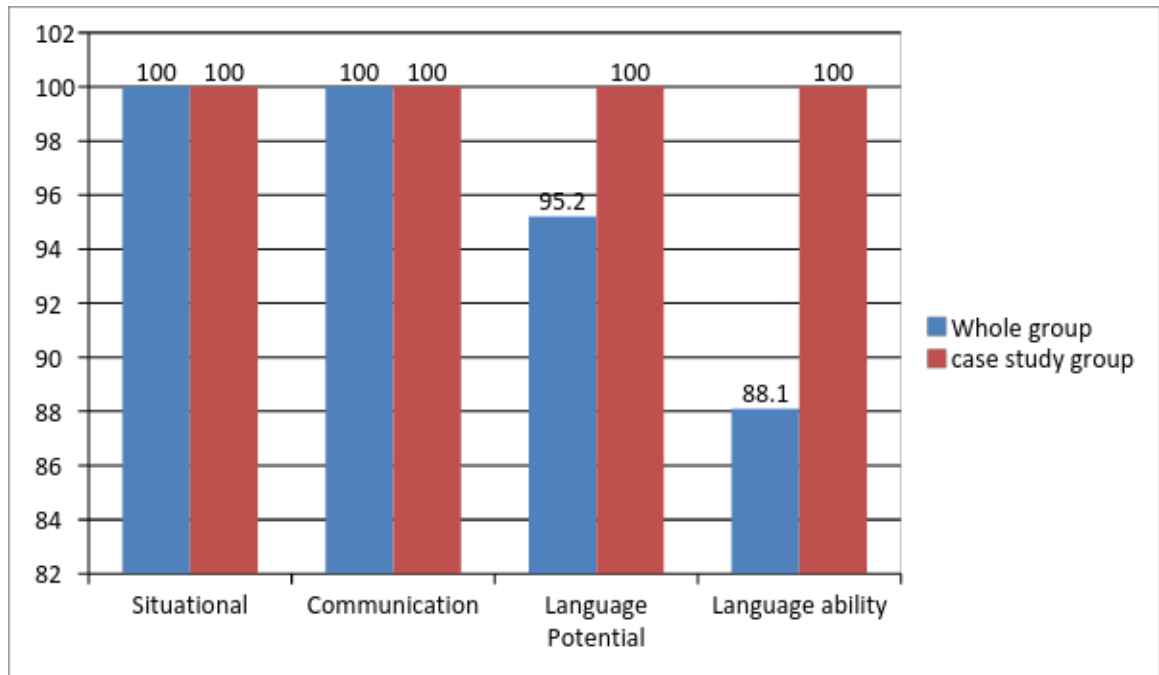


Figure 8: Self-confidence in L2 (Post- PBL)

Regarding quantitative observations on the types of anxiety, it was evident, according to the graph below, that communication anxiety seemed to be reduced based on students' perceptions, since 85.7% of students in the WG and 93.2% of students in the CS group expressed to feel less anxious as result of the class PBL experience. A reduction of criticism anxiety was also experienced by most of the students, since 92.8% of the WG and 91.5% of the CS group stated to feel less anxious regarding that issue.

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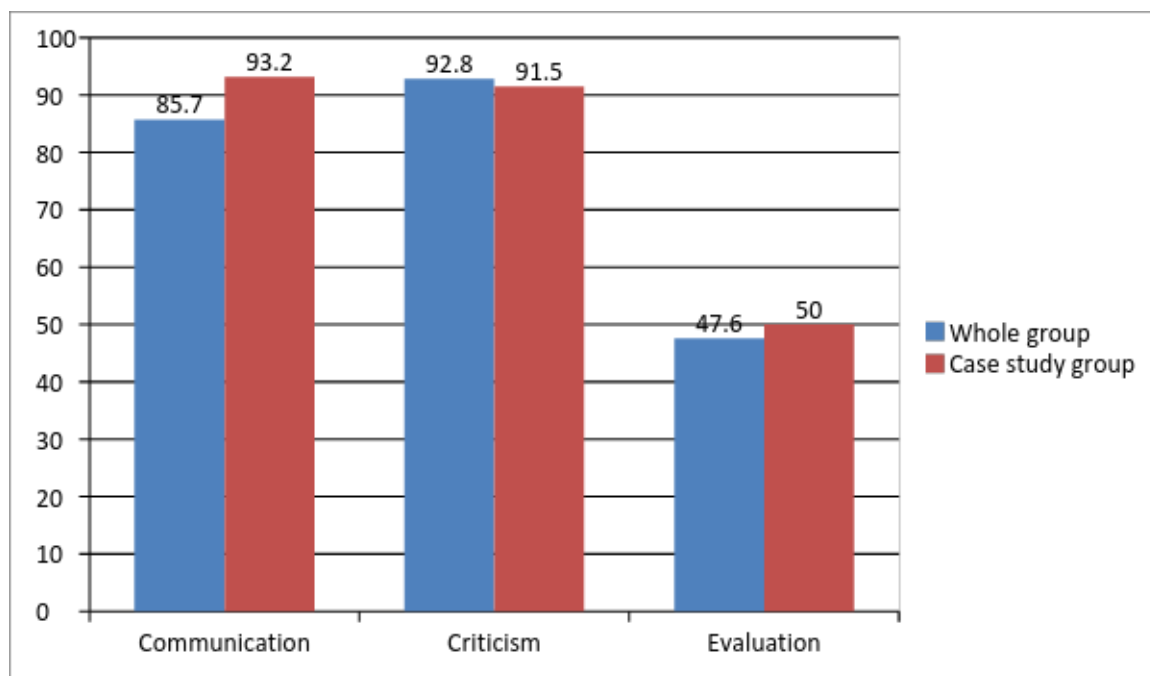


Figure 9: Figure 9: Anxiety in L2 (Post PBL)

Evaluation anxiety was the one that had the lowest reduction compared to the other types of anxiety, since 47.6% of the whole group and 50% of the case study said to feel less anxious towards evaluation. Nonetheless, in general terms, according to student in the WG and the CS, the reduction of anxiety was noticeable in both groups and the most difficult anxiety to overcome was the evaluation one.

Qualitative analysis to open the question in the post PBL survey

Regarding the qualitative analysis of the open question in the post – PBL survey, question 21 (*Write a reflection of what working on the class PBL meant to you*) was proposed in order to know the opinion of the students about this way of approaching English in class. In general, terms the comments were quite positive. Below, from the most relevant

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reflections included to illustrate the students' feelings towards this kind of work it can be stated that:

All the outcomes from the PBL were positive according to students. Any of them did any bad comments. There was only one aspect to be improved for next projects: "*Yo sugeriría para el próximo proyecto es que sea más divertido más discrecional entre otras cosas*" ("*I would suggest for the next Project that it is funnier and more discretionary, among others*"). When asked the student about what he meant with the word "discretionary", he said that he meant the project should be freer, and the student should choose all the activities to be done.

According to one student, working on PBL made her not only less anxious towards making mistakes but it was an opportunity of learning from them, when she states: "*Este proyecto me ayudó a perder bastante el miedo a equivocarme y a aprender de los errores*" ("*This project helped me to lose the fear of making mistakes and also to learn from them*").

Most of students agreed on that working on PBL help them to lose the fear of speaking English in front of other people as well as gave them the sense of a better English performance : "*Pues lo que significó para mí es que me ayudó a perder mis nervios al hablar inglés frente de las personas y aprendí un poco más inglés*" ("*What (PBL) meant to me is that it helped me to lose my nervousness when speaking English in front on people and I learnt a Little more English*"). Another student said: "*Me siento feliz porque aprendí a hablar mejor inglés y ya no me da temor*" ("*I am happy because I learnt to speak better English and I am not scared anymore*") Finally, another student stated: "*Haber trabajado el proyecto de*

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inglés fue algo muy bueno para mí, porque gracias a ese proyecto aprendí a hablar un poco inglés y a perder mis nervios". (Having worked on the English PBL was something very good for me, because of this I learnt to speak a little more English and to lose my fears")

According to one student, another outcome regarding self-confidence when working of PBL was to be confident enough to speak English without paying attention to the fact that others might make fun of her: " *(PBL) fue un método de ayuda gracias a que superé mucho mis miedos y pues pude llegar a hablar inglés sin importarme las burlas de los demás.*" ("(PBL) was a helpful method because I overcame my fears in a good extent and I also could get to speak English and I did not mind others to make fun (of me).

Comparison between the pre-PBL survey and the ongoing surveys

In order to determine the impact the PBL strategy for intervention had in the students' self-confidence and anxiety in this research, after eight weeks of implementation, it was necessary to compare the findings in the pre- PBL survey to the ones stated during the whole process through the ongoing surveys 1, 2, 3 and 4. On the other hand, the last instrument, the post- PBL survey, was not used to compare the previous stages of the process since it was aimed at evaluating how students felt after working on PBL and included related but different questions to the ones stated in the pre- PBL and the ongoing surveys. In this regards it is important to state that questions to each subcategory of self-confidence and anxiety in the pre and the ongoing surveys were about the same, but adapted to make a follow up of the implementation of the PBL as the strategy for intervention in this research. The label of some questions of the pre- PBL survey, occasionally corresponded to the same ones labeled with

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a different number in the ongoing surveys. For example, question 13 (Me siento tranquilo@ al hablar en Inglés frente a mis compañer@s de clase) and question 25 (Me atrevo a hablar en Inglés aunque no esté segur@ de hacerlo bien.) which corresponded to communication self-confidence in the pre PBL survey, were labeled as question 12 (Me sentí tranquilo@ al hablar en Inglés durante esta semana frente a mis compañer@s de clase.) and question 21 (Me atreví a hablar en Inglés durante esta semana aunque no estuve segur@ de hacerlo bien.) in the ongoing surveys 1, 2 , 3 and 4.

The information about changes in self- confidence and anxiety was obtained when comparing the data in the pre- PBL strategy for intervention to the average data in the ongoing surveys. It was analyzed for the WG and the CS group as follows:

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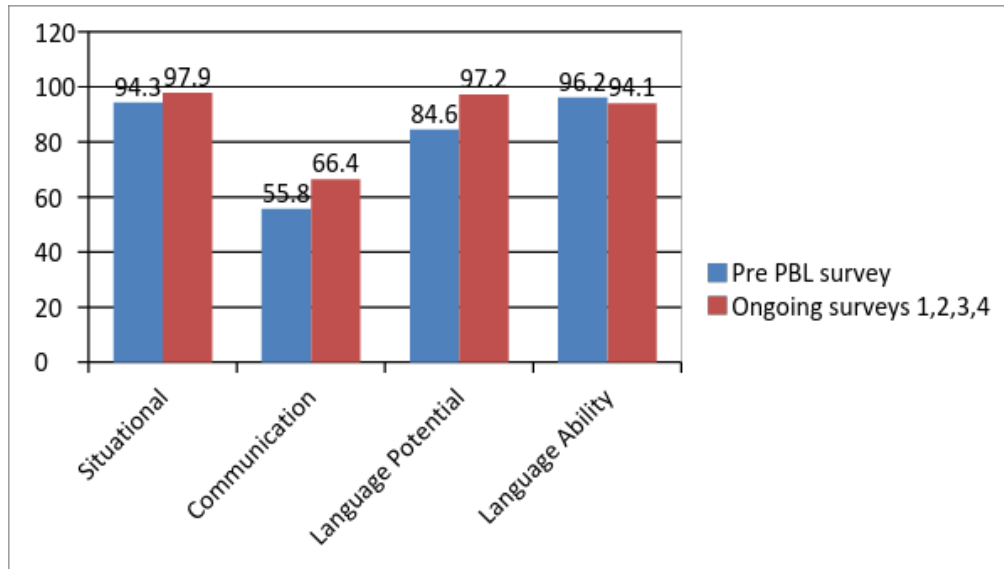


Figure 10: WG self-confidence in the pre-PBL and the ongoing surveys

Findings related to self-confidence in the pre-PBL and the ongoing surveys for the WG showed that situational, communication and language potential self-confidence increased after the implementation of the strategy for intervention. The kind of self-confidence that increased the most was the language potential one in 12,6%, from 84,6% in the pre- PBL to 97,2% in the ongoing survey, followed by communication self-confidence that had a rise of 10,7%, from 55,8% to 66,5% and finally the situational self-confidence in 3,6% from 94,3% to 97,9%. On the contrary, the language ability self-confidence decreased in 2,1%; which might be interpreted as the result of a more critical view students had on their skills to communicate in L2.

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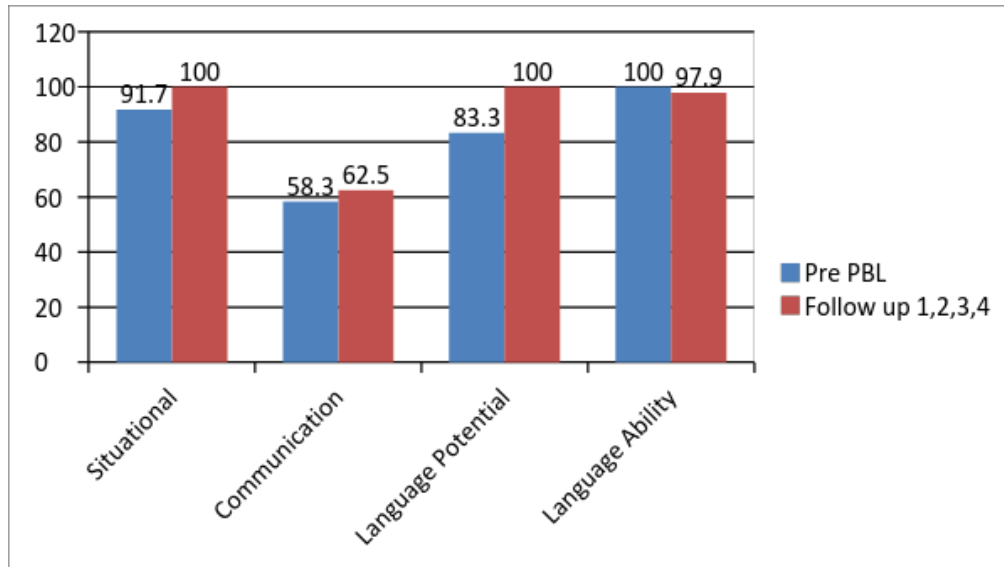


Figure 11: CS self-confidence in the pre-PBL and the ongoing surveys

When comparing findings on self-confidence in the pre-PBL and the ongoing surveys for the CS, it showed that situational, communication and language potential self-confidence increased after the intervention. The language potential self-confidence advanced in 16.7%, from 83.3% in the pre- PBL to 100% in the ongoing survey, followed by situational self-confidence that increased in 8.3%, from 91.7% to 100% and finally the communication self-confidence in 4.2% from 58.3% to 62.5%. As well as the WG, the language ability self-confidence decreased for the CS in 2.1%.

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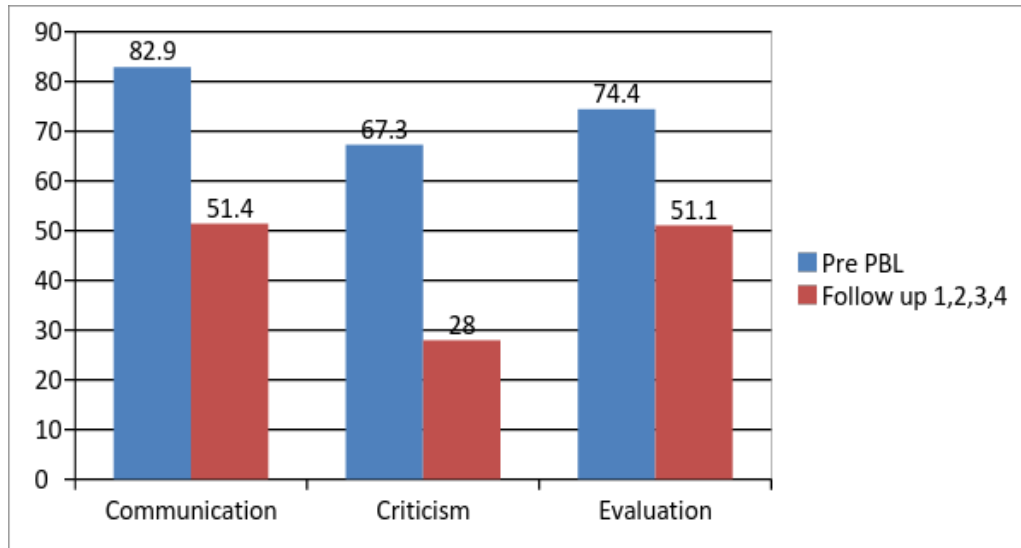


Figure 12: WG anxiety in the pre-PBL and the ongoing surveys

After the intervention, the levels of anxiety decreased in all the subcategories for the WG. Communication, criticism and evaluation anxiety levels fell in 31.5% , 39.4% and 23.3% respectively, however, evaluation anxiety was still the most difficult fear to overcome.

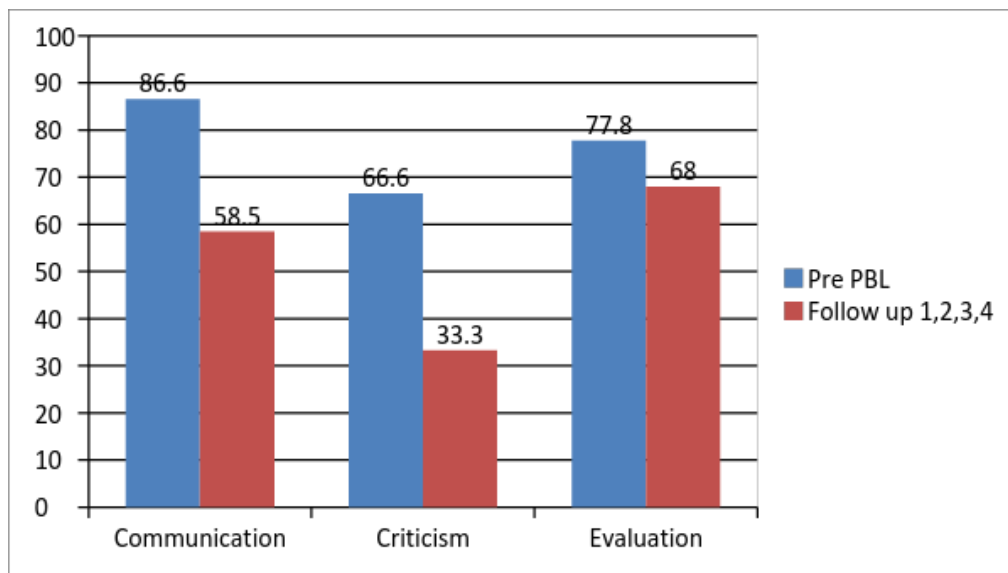


Figure 13: CS anxiety in the pre-PBL and the ongoing surveys

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The levels of anxiety for the CS decreased in all the subcategories after the intervention. Communication, criticism and evaluation anxiety levels were reduced in 28.1%, 33.3% and 9.8% respectively. The fact that communication and criticism anxiety were reduced in a greater average for both, the WG and the CS might be explained because of the nature of the PBL which pushed the students to speak English in front of others to present their individual and group product. This experience was new for many students who in the open question stated that the class PBL gave them the opportunity to do something they had not made before: speak English in front of an audience.

Finally, in order to compare the level of advance or retrogression each group had regarding self-confidence and anxiety, the averages per subcategory for both groups were described as follows:

Table 25: Self-confidence after PBL strategy for the WG and the CS

Kind of self-confidence	WG	CS
Situational	+ 3.6%	+ 8.3%
Communication	+ 10.7%	+ 4.2%
Language Potential	+ 12.6%	+ 16.7%
Language Ability	- 2.1%	- 2.1%

After the intervention, it could be noticed that both groups obtained positive outcomes regarding self-confidence in the situational, communication and language potential subcategories, however, it was a retrogression in language ability self-confidence for both groups in the same extent (-2.1%). The CS seemed to have better headway in self-confidence than the WG in situational and language potential self-confidence

. Table 26:

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Table 26: Anxiety after PBL strategy for the WG and the CS

Kind of anxiety	WG	CS
Communication	- 31.5%	- 28.1%
Criticism	- 39.4%	- 33.3%
Evaluation	- 23.3%	- 9.8%

The positive outcomes regarding the reduction of levels of anxiety after the intervention were evident in both groups in the three subcategories. According to this, the WG seemed to overcome its fears regarding speaking English in a better extent than the CS since the levels of reduction of communication, criticism and evaluation anxiety were higher. Independently from the extent of reduction of this, it can be stated that the experience was successful in this regards. This reduction of levels of anxiety might be related to the fact that the project made all students speak in front of peers and other people so, the continuous practice and exposure in front of people might have made them feel more familiar with speaking, reducing levels of anxiety.

It seems appropriate to me to sum up some of my impressions as a teacher during the whole process saying that The PBL as strategy for intervention was such an enriching experience that provided the opportunity to involve and guide students through the process of working in a project that was all new to them. Since the very beginning they students showed awareness of the responsibility and implications of what they were dealing with. Questions and doubts were always arising as the project was developed, and part of the process was to find answers while they took part of it.

At the beginning of the implementation of the PBL not all the students dared to participate and present advances which lead to some delays in the original schedule of

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presentation of some steps of the project. However, while the project advanced students started to get rid of some of their fears and kept on going and did better.

As mentioned by students in the surveys, at the beginning of the project it was not easy for them to work on PBL since they had never worked on this strategy before. So, when students had to work individually and in groups lots of difficult situations had to be overcome. It was part of learning from their own experiences and mistakes letting them achieve the process of revising and reflecting at all times.

One of the most difficult parts of the project development was the individual performance where students were asked to tell their partners a legend. It was such a difficult part for some students who accepted during the socialization of the experience that they were about to give up as in some moments they felt they did not have the words, the ease, the capability and many more things needed to cope up with the project. Students admitted that after receiving feedback, preparing their presentations better and having another chance, they did way better.

The review of grammar structures, especially those ones related to the past tense were useful for them at the moment of performing, they reinforce those structures through different activities provided by the teacher and some others by themselves. They told this part of the process was quite important as it back up their oral presentations and made them more confident when reporting their different legends in their individual and group performances.

I can say that students got the Project dynamic of working very quickly and the quality of their presentations was evidenced week after week. From the fourth week on, they got

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much more involved and it was possible when the legends tours started not as a rehearsal but as a product to be evaluated by their partners who were also in the capability of giving feedback, being known that in some cases, students are more “critic” of their partners in a sense of demonstrating achievement and commitment.

In general words, I feel I can say that this experience was really meaningful and enriching for me as a teacher who loves research and who understands that it can take place in any scenario were we as teachers consider there are aspects to be improved, in order to deliver to our society better prepared human beings in all aspects and fields in which a person could enhance and succeed.

Chapter six: Conclusions

This chapter reports the conclusions, pedagogical implications and limitations that arose during the whole process of this research. Additionally, some recommendations were included for further research.

Important conclusions were obtained from the data analysis process which are relevant

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to the investigation question: “to what extent does the implementation of PBL in the classroom help ninth graders especially in six of them from “institución Educativa Santa Teresa” in Huila improve their self-confidence and reduce the levels of anxiety when speaking English?

When talking about to what extent the intervention was successful for the WG and the CS it can be concluded that PBL had a positive impact on students with improvement in situational, communication and potential self-confidence subcategories. In the same way, the impact of PBL regarding anxiety was noticeable with a reduction in all its subcategories of communication, criticism and evaluation in the communicative skill of speaking also for both groups.

The fact that potential and language ability self-confidence were high before, during and after the implementation of the PBL might be related to the self-image students have about them, according to which they recognize themselves people with language abilities able to face different situations. However, this kind of self-confidence decreased in 2.3% after the intervention which might imply that students were more realistic and critical about their abilities as a result of working on PBL.

The low levels of communication self-confidence might be explained by the fact that since this is directly related to performance, students were aware they had not enough knowledge about structures and vocabulary to communicate in L2 in the way they think they would be able to. Anyway, PBL seemed to be a good strategy to improve communication self-confidence since all the averages showed improvement after the implementation of it.

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From answers to the open question in the evaluation survey (post- PBL) it can be concluded that many students referred to PBL as a successful strategy to reduce levels of criticism anxiety. Additionally, the lack of comments regarding students' feelings when speaking in front of other classmates supports why this subcategory of criticism anxiety was the lowest one.

The higher levels of anxiety shown in the CS might be related to the fact that most of the students in this group were the best students in the class and since they always want to perform better, that causes anxiety, while other regular students from the WG do not care much about it.

It is necessary to create a class climate that allows students to feel comfortable when working on PBL, otherwise they still will have difficulties to straighten self-confidence in order to speak in front of their classmates.

Since communication self-confidence was the lowest one in this study, it would be suggested for future researchers to design a new intervention focused on improving that specific kind of self-confidence.

PBL was an excellent way in which it was possible to promote students' reflection to prompt revisions that took place during the execution of the project.

Students felt proud of what they achieved, especially as it was the first time, for many of them, to do a project like this one. The response of the audience was fantastic. In fact, many students wished they were able to present their product in other opportunities.

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From the work in PBL it could be noticed that most of the negative factors the students reported were mainly related to anxiety due to exposing themselves to criticism when talking in front of others. Anyway, through the process it was evident how that level of anxiety decreased little by little in many students while the weeks passed by. One of the factors that some students stated as useful in order to reduce anxiety was the teacher to provide students with positive feedback on the different exercises.

Students showed enthusiasm towards the project. However, this decreased a little when facing evaluation which is reasonable if we consider that for many parents, even teachers, and the most important outcome is the grade itself without taking into account the previous effort the student invested in it. In this sense, the PBL in class also generated other positive outcomes since according to comments in the post PBL survey, the strategy for intervention generated in many students as a sense of achievement, effort on the activity and sense of challenge.

PBL was a great opportunity to lead students to be problem-solvers, to think creatively. Through the implementation of the strategy when there was an obstacle in the way, students felt more comfortable to ask the teacher in order to find the right thing to do, and discuss the options with their partners to find out solutions.

Among other benefits, through the implementation of the PBL with my students also worked on skills such as collaboration and cooperative learning since they had to get into agreements continuously to design and plan their product. PBL also allowed students to make continuous improvement that was evident in their scores for the first academic term.

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In this regards it is important to clarify that the scores for the class were result of individual, pair and teacher's evaluation, when students had the opportunity to obtain points, represented like rewarding stars. This system made students to be more critical because they also could win or lost stars when self-evaluating if they had worked enough to fulfill a task.

The strategy for intervention allowed students to investigate real- world issues and practices through reading legends from different parts of the world, which made them see other cultural aspects to be compared to their own culture. Through this practice, students realized about the existence of world –wide conception of values, as well as the way different cultures see life.

In language learning, it is important to highlight that the PBL in class was a useful way to integrate the four skills, not only the speaking skill which was the one this research was directly related to. The PBL also met the needs of learners with varying skill levels and learning styles were; independently from his/her particular level of performance each student made some headway in one or more communicative skills.

Finally, the role of the teacher was fundamental since this was the one set the stage for students and helped them design the PBL when setting the atmosphere, establishing discussions about the project where students accumulated the background information needed. In this sense, the teacher and students negotiated the criteria for evaluating the projects which gave students voice and the opportunity to reflect on the process and evaluate the projects based on the criteria established.

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Pedagogical implications

Project-based learning is effective when teachers support students by giving enough guidance and feedback. From the beginning of the process teacher must be clear when giving directions and explaining all tasks that students need to complete. The teacher also needs to make the project attractive to students who must have the opportunity to give their opinion about what is pretended to do and the activities that they think might have make PBL funnier.

The implementation of Project- Based Learning differs greatly from one instructional setting to another. When the atmosphere in the classroom is rich, the benefits of project work are maximized because students are actively engaged in information gathering, processing, and reporting over a period of time. So, a good setting can promote effective language learning in a context where learners have very little exposure to L2.

When working on PBL teachers need to be knowledgeable about the principles of PBL. There are many samples of PBL projects online, but from my experience in this research, I can say that there are many activities entitled as PBL which are well intentioned approaches to it, but neither fulfill the criteria nor the procedure of a PBL. When saying, this I do not mean that many teachers' efforts are not valuable, but one thing is to work on projects and a different one is to say they are PBL. Additionally, the teacher in PBL needs to have a clear, effective, feasible, and collaborative action plan to make it work.

It is necessary to encourage the publication of students' projects either in their own school, in school website or blogs, even in the local community, when the PBL might help

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to solve a problem.

Limitations

The most noticeable limitation to work on PBL in this research was related to time. A good PBL needs enough time to cope with every stage of it in an appropriate way. The project in this research took 8 weeks of implementation, but it was too little time to cause a more remarkable impact. When planned from the beginning of the school year different outcomes can be noticed during the process. From my experience in this research I am positive if the implementation of the PBL had taken longer, more goals would have been achieved.

Another important limitation was related to the level of English performance the students had by the moment of the intervention. PBL demanded from them to have some basic knowledge about grammar and vocabulary which implied extra effort from both the teacher and the students in order to cope with the knowledge students were supposed to have and the new constructs they needed to accomplish with the goals of the project.

The fact that many of the students who finished eighth grade last year did not continue this one, affected somehow the implementation of the PBL because it was necessary to put in context what the PBL was about and how it was going to be performed, for the new students. In that sense, it is and will be difficult to execute a full PBL project with students since there is a high number of students who drop out public schools.

The creation of the case study group resulted from the lack of responsibility of many students who did not fill all the surveys (pre, ongoing surveys and post) which implied the necessity of analyzing the data in two groups: the whole group that included all the students

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who participated in the implementation and the case study which as mentioned before was analyzed separately.

When applying the instruments my idea was to compare the pre PBL survey to the post PBL survey, however, a difficulty emerged when I realized it was not possible to be done that way because the questions in both surveys were different which would affect the data analysis. Because of this, it was necessary to compare findings on the pre PBL to findings in the outgoing surveys because they had the same questions and accomplished the purpose of this research.

Even PBL is a good strategy to try to overcome many problems in class; it seems not to be for everyone. Students have different learning styles, and attempting to put everyone in the same category does not work all the time. In this particular PBL experience, three students refused to work in PBL. They expressed to feel better working in the traditional way and since the idea was not to force students to fit into the project, they were given photocopies and other material to work in alternative way. There is still much more to do to motivate students, but the length of time did not allow the chance to try to convince these students to join the project. Once again, I state that may be if the implementation of the project had taken longer, the students who did not participate in it, could have been motivated after seeing some outcomes from other peers.

Suggestions for further research

From the findings in this research I would suggest other teachers who are interested in promoting PBL with their students to plan it carefully for a whole school year. Timing is an

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essential element to think about. It should be considered the possibility of setting goals for one academic term after another one, depending on the outcomes obtained at every stage of it.

According to the findings in this research I would propose to future researchers to work first on project based learning aimed at helping students to overcome communication and evaluation anxiety, since they seem to be the most relevant aspects that might prevent students from being successful when speaking L2.

Only when the teacher is clear on the outcomes he or she expects from the PBL and the right way to lead the process, aspects such helping students to set realistic and achievable goals as well as establishing a timeline and intermediate deadlines before submitting their final products is a pertinent thing to do. The students need to be clear on what the teacher expects them to do but they also need to know that even the PBL gives them opportunities to propose and be heard; there are certain issues that cannot be negotiated.

An advice for further researches is related to planning the PBL and instruments very well from the beginning in a way that the data is easy to collect and then to be interpreted. The design of rubrics to evaluate different stages of the process should be done with students. In that way, they would know what is expected from them to achieve.

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Appendices

Appendix 1. Pre PBL Survey

Documents stored in Google drive

https://docs.google.com/forms/d/e/1FAIpQLScxoeLC_jcGabEJPQ2K0wWpaZUYprYvwdZGoozFhEyPYabPiw/viewform

Pre PBL survey "Self-confidence and anxiety in L2"

Buenos días querid@ estudiante. Gracias por participar en esta investigación que tiene como propósito identificar los factores que dificultan que te expreses en Inglés con mayor seguridad. Recuerda que este es un instrumento de investigación que de ninguna manera influye en las notas de la materia. Para que este trabajo sea efectivo, debes responder con absoluta tranquilidad y sinceridad esta encuesta.

*Obligatorio

*

Apellidos *

Encuesta 1 *

Por favor marca la opción que consideres, describe mejor tu realidad frente a cada uno de los siguientes aspectos.

	De acuerdo	Parcialmente de acuerdo	Parcialmente en desacuerdo	Totalmente en desacuerdo
1. Me siento positiv@ y optimista con respecto a la vida.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2. Si algo parece difícil, evito hacerlo.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3. Sigo intentando lograr las cosas, aun cuando otros se han rendido.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4. Alcanzo las metas que me propongo.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5. La gente me habla positivamente de mi trabajo y mis logros.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
6. Me enfoco en mis errores como oportunidades para aprender de	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

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	De acuerdo	Parcialmente de acuerdo	Parcialmente en desacuerdo	Totalmente en desacuerdo
ellos.				
7. Confío en mis habilidades para lograr lo que me propongo.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
8. Me propongo metas realistas según mis habilidades.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
9. Confío en que algún día podré llegar a hablar muy bien Inglés.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
10. Me siento nervios@ cuando mi profesor/a de Inglés me hace una pregunta para la que no estaba preparad@.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
11. Me siento nervios@ y confundid@ cuando no entiendo la explicación que el profesor/a de Inglés hace en clase.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
12. Siento temor de hablarle o preguntarle algo en Inglés a mi profesor/a.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
13. Me siento tranquil@ al hablar en Inglés frente a mis compañer@s de clase.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
14. Me confundo y me pongo nervios@ cuando hablo Inglés en	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

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	De acuerdo	Parcialmente de acuerdo	Parcialmente en desacuerdo	Totalmente en desacuerdo
clase.				
15. Si tengo la oportunidad evito hablar en Inglés	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
16. Temo pronunciar mal las palabras en Inglés	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
17. En clase de Inglés me pongo tan nervios@ que olvido las cosas que he aprendido	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
18. Me preocupa que la gente se ría de mí cuando hablo Inglés.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
19. Me siento incomod@ cuando el profesor /a o algún compañer@ me corrige cuando hablo Inglés	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
20. Entiendo cuando me preguntan en Inglés pero se me olvida cómo responder.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
21. Me dan nervios durante quizzes y exámenes de Inglés	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
22. Prefiero los exámenes orales en Inglés a los escritos	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
23. Me bloqueo en las actividades en las que tengo	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

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	De acuerdo	Parcialmente de acuerdo	Parcialmente en desacuerdo	Totalmente en desacuerdo
que hablar en Inglés.				
25. Me atrevo a hablar en Inglés aunque no esté seguro de hacerlo bien.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
26 ¿Qué otros factores te hacen sentir nervios@ en el momento de hablar en Inglés? *				
Escribe tu respuesta en la casilla. Puedes incluir varios factores.				
<div></div>				
27 ¿Qué actividades te gustaría se llevaran a cabo en tu clase de Inglés? *				
Escribe tu respuesta en la casilla. Puedes incluir varias opiniones.				
<div></div>				
<div>Enviar</div>				

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https://docs.google.com/forms/d/1DO1VnzzeV2ceFEjR8Z-ASz8og2by1pju59_wfPgEABc/viewanalytics

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APPENDIX 2: ONGOING SURVEYS 1-4

Ongoing survey 1

https://docs.google.com/forms/d/e/1FAIpQLSedqtLiLvc50E_IWqe3RQ5Pk1UqKtIHT4R61VZdYK4336XKrw/viewform

https://docs.google.com/forms/d/15461grgF5WRmcHhK4LgBCxTdCs bpmJQNeTvYudiM_s/viewanalytics

Ongoing survey 2

https://docs.google.com/forms/d/e/1FAIpQLScyoR0ZC0PRwHCrHGgEDtuoXF1NifMkm-M9jaT8-lKVsgP_Bw/viewform

<https://docs.google.com/forms/d/1RJAxJqBUpy-sBcmUy72TOxce82hCZRHDi9e2JfM2Mb8/viewanalytics>

Ongoing survey 3

<https://docs.google.com/forms/d/e/1FAIpQLSetMVewiM3p97Rw5ARZPvjPUdBLOPpEpAUThcVFuHxd1Bo2tw/viewform>

https://docs.google.com/forms/d/15RufZOdlBEEZPlw copIsu0Tn9q2nw3eGVCp6zSN_ccY/viewanalytics

Ongoing survey 4

https://docs.google.com/forms/d/e/1FAIpQLSdwnmitCo9BrSD9c-f_aPZnlNYyfUfRwjcfLCAmtB4w0EDVRg/viewform

https://docs.google.com/forms/d/1MsMWRyCyg9ACv7atj4_ySbZf_p4oe3arv9Zn9PWF4T0/viewanalytics

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APPENDIX 3: POST PBL SURVEY

https://docs.google.com/forms/d/e/1FAIpQLSd2fUzaUvL8QwL7pFTtVXpMcuvlgLkGRiPfH37N-LBTwD_uA0Q/viewform

https://docs.google.com/forms/d/1OC0LQGKD3qxsXXB2K3kttxA_BAaYqyghMWarSCtQMoY/viewanalytics

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APPENDIX 4: LETTER OF CONSENT

Neiva, agosto 06 de 2015

Carta Consentimiento para participación en investigación

Objetivo

Realizar una investigación a través de la cual se pretende mejorar el nivel comunicativo de los estudiantes en el idioma Inglés, a partir de actividades que incentiven en aprendizaje autónomo. Dicha investigación es requisito de grado para optar al título de Magister en Didáctica del Inglés para el Aprendizaje Autodirigido de la universidad de la Sabana. La población con la que se trabajará será el grado octavo A de la Institución Educativa santa Teresa de la ciudad de Neiva.]

Procedimiento

Se aplicarán en las clases de Inglés durante el segundo semestre académico 2015, distintas pruebas orales y escritas a través de las cuales se determinará el nivel de competencia comunicativo en el idioma Inglés en el que se encuentran los estudiantes de grado octavo A, así como distintas pruebas, grabaciones de audio y video para la realización de proyectos de aula con los que se pretende mejorar el nivel comunicativo de los estudiantes en el idioma Inglés, a partir de actividades que incentiven en aprendizaje autónomo

Restricciones

El material aplicado y los resultados obtenidos a partir de esta investigación serán utilizados única y exclusivamente para el análisis y desarrollo del trabajo de grado mencionado.

La información obtenida no será difundida ni develada para ningún otro propósito distinto al expresado en este documento.

Consentimiento

Por medio del presente manifiesto mi consentimiento para que mi hijo(a)

Apellido(s) nombre(s) _____ con documento de identidad
_____ participe en la investigación según se expone en este documento, realizada por la docente
Adela Gaona Moscoso identificada con Cédula de Ciudadanía 36.301.011 de Neiva.

Nombre de madre y/o padre _____

C.C. _____

Firma-s _____

IMPACT OF PBL ON SELF-CONFIDENCE AND ANXIETY IN A L2 CLASS

APPENDIX 5: LESSON PLAN

<https://docs.google.com/spreadsheets/d/1dHgMVcvmoDM-hCA43pYrx3U-c8Rttt9EfeTCkLbGJj0/edit#gid=32129397>

APPENDIX 6: QUALITATIVE AND QUANTITATIVE DATA ON PRE-ONGOING AND POST PBL SURVEYS

https://docs.google.com/spreadsheets/d/1qeII13O0B4dhMr2Hqa49S4eleQAS-1NgggeuAdo_l7A/edit#gid=314230983

APPENDIX 7: SMART GOAL SETTING

PBL PROJECT: LEGEND TELLER'S FESTIVAL

STUDENT/GROUP:

MAIN GOAL:			
		<u>Description</u>	Smart Goal regarding confidence when telling a legend created by myself and my group
S	<u>pecific</u>	<ul style="list-style-type: none"> What do I want to accomplish? Why do I want to accomplish this? What are the requirements? What are the constraints? 	
M	<u>asurable</u>	<ul style="list-style-type: none"> How will I measure my progress? How will I know when the goal is accomplished? 	
A	<u>action oriented</u>	<ul style="list-style-type: none"> How can the goal be accomplished? What are the logical steps I should take? 	
R	<u>ealistic and relevant</u>	<ul style="list-style-type: none"> Is this a worthwhile goal? Is this the right time? Do I have the necessary resources to accomplish this goal? Is this goal in line with my long term objectives? 	
T	<u>ime based</u>	<ul style="list-style-type: none"> How long will it take to accomplish this goal? When is the completion of this goal due? When am I going to work on this goal? 	

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APPENDIX 8: LEGEND TELLERS' FESTIVAL

https://docs.google.com/presentation/d/1vHKg_GD4OmQLt_B2AncWblte-eouind9reQDZ-FX8g/edit#slide=id.p3

APPENDIX 9: TELLING YOUR OWN LEGEND

<https://docs.google.com/presentation/d/1EuSZ-VRWn9We6FTLaI83y4RIklMEyd8Q7jAjtsgyxUw/edit#slide=id.p3>